

**Li, H., Majumdar, R., & Ogata, H. (2025). Self-directed extensive reading with social support: effect on reading and learning performance of high and low English proficiency students.**

**Research and Practice in Technology Enhanced Learning, 20, 025.**

**<https://doi.org/10.58459/rptel.2025.20025>**

1013--To promote the development of students' reading literacy and learning skills in the k-12 setting, this study introduced an online extensive reading (ER) environment with self-directed learning (planning, monitoring, reflection) and social (discussion forum participation) support. This study aimed to examine whether planning behavior and discussion forum participation were associated with English learning performance over one school year in the online ER environment. Mediation analysis indicated that the ER engagement (i.e., e-book reading amount) partially mediated the effect of planning behavior on English performance, and the ER engagement fully mediated the effect of discussion forum participation on English performance. To follow up, the study investigated high and low English proficiency students and the effect of their ER engagement on English reading speed and learning performance. A within-group comparison revealed that high English proficiency students with high ER engagement gained reading speed significantly faster than those with low ER engagement; however, the difference in their English performance was not significant. For the low English proficiency students, there was no significant difference in their reading speed between high and low ER engagement groups, but high ER engagement students achieved significantly higher English performance than those with low ER engagement. These findings contribute to the understanding of the role of self-directed learning behavior and social behavior on reading engagement and how it affects English learning performance for high and low English proficiency students over a long-term duration.

**Almalki, A., & Alzahrani, M. (2024). Facilitating L2 reading comprehension through L1 and L2**

**group discussions. Reading in a Foreign Language, 36(1).**

**1-24.**<https://nflrc.hawaii.edu/rfl/item/597>

982--The current study was set to explore the influence of the first (L1) and second (L2) language group discussions on L2 reading comprehension. It also explored two sub-elements that were considered vital to L2 reading comprehension: (a) text genre recognition and (b) character and author's intention and perspective. Participants were 21 college students who were assigned to three groups: (a) nodiscussion group, (b) L1 (Arabic) discussion group, and (c) L2 (English) discussion group. Students were introduced to five different texts, and mixed data methods were utilized to examine comprehension through participants' freewritten recalls and group discussion transcriptions. The findings showed that when the L1 was used in group discussions, greater reading comprehension of the L2 texts was achieved; students were able to use more reading strategies and higher-order cognitive and linguistic processing than students in the two other groups. The study challenges language learning conventions that prioritize target language-only methods.

**Katamba, C.V. and S. V. Tomatala (2024) Extensive Reading Strategy and Reading**

**Comprehension: Individual vs Group Instruction, JELPEDLIC, 9(1).**

**18-32** <https://doi.org/10.35974/acuity.v9i1.3245>

1003--Reading in a foreign language (English) has been a problem for primary school kids in remote places in Indonesia. The purpose of this study is to determine if there is a significant difference in the effect of extensive reading (ER) between individual and group teaching. Students were divided into two categories, one class read individually, and the other class read in groups. This is a quantitative study. The pre-test and post-test research design was employed in this study. A comprehension test was given to the participants before and after the reading activities. The results of this study demonstrate that participants in both groups have improved their reading comprehension scores. Additionally, there is a noticeable difference

between students who received ER instruction individually and those who received ER instruction in a group; both groups improved in their reading scores, as can be clearly seen from the post-test score as well as from the computed gain score of the ER group, which attained a higher score. The post test of the ER-individual is 51.39, and the normalized gain is 0.31, while the post test of the ER-group is 70.30, and its normalized gain is 0.38. Therefore, there was a significant difference between individual and group teaching. This study also revealed that the approach used to enhance pupils' reading comprehension received favorable feedback. Therefore, it is recommended to use ER groups for reading comprehension, especially for primary pupils.

**Holsworth, M. J. (2020). The effect of extensive reading, timed reading, and word recognition training on reading (Doctoral dissertation, Temple University).**

811--Word recognition skill is fundamental for readers to successfully process any given text. Proficiency in the component skills of word recognition, orthographic, phonological, and semantic knowledge, is what readers need to accurately and automatically decode words to apply meaning to what they have read. For second language readers, the challenge of reading is often hindered by a lack of word recognition skills and therefore, they often suffer from low reading rates and consequently poor reading comprehension.

**Price, G. (2020). Extensive reading as an option for fifth day freshman English classes. CELE Journal, 28, 76-92.**

823--This research examines the benefits of implementing an extensive reading programme within the structure of a four-skills Freshman English class. The study focuses on the practical considerations of how to fit such a programme into the framework of an already established curriculum, along with the impacts on learner motivation and attitudes to extensive reading.

**Buetow, J. (2016, November 16). Using technology to inspire independent readers.**

**Edutopia.org. Retrieved from**

**<https://www.edutopia.org/article/using-technology-inspire-independent-readers-jesse-buetow>**

616--\*This article explains how students can use apps to collaboratively create commercials for books they enjoyed. These commercials are posted online to share students joy in reading and to persuade others to read more.

**Nguyen, C. D. (2024). Incidental Grammar Acquisition Through Meaning-focused Reading: Structure Frequency and Reading Comprehension. *Reading in a Foreign Language, 36(1). 1***

**22.Â Â <https://nflrc.hawaii.edu/rfl/item/596>**

981--Research shows that meaning-focused reading offers opportunities for incidental grammar acquisition. However, the number of such studies remains limited and none have examined the role of both in-text encounters with grammar structures and reading comprehension in this learning. The present study filled these gaps. Employing a between-group, pretest-posttest-delayed-posttest experiment, this study examined to what extent four groups of English-as-a-Foreign-Language adult learners (n = 132) in Vietnam learnt two specific grammar structures through meaning-focused reading in which they encountered these structures four, six, eight, or ten times. A control group (n = 30) was also added to this experiment to gauge test-taking effects. Grammar gain was measured by a self-report grammar-knowledge scale, while content comprehension by a topicmatching task. All treatment groups were found to make sizeable grammar gains, especially after six encounters with the structures. Reading comprehension could also predict the learning gains. These findings offer various useful pedagogical implications.

**Nishihara, T. (2024). Japanese university EFL learnersâ€™ responses to lexically easy short English poems. *Reading in a Foreign Language, 36(1).***

**1-25.<https://nflrc.hawaii.edu/rfl/item/595>**

984--This study explored the diverse responses of Japanese university-level learners of English as a foreign language (EFL) to lexically easy short poems. These participants had attained a high level of English proficiency and were able to grasp the literal meaning of the poems. The investigation employed confidence level and reading time as supplementary data points. The study yielded the following findings: (a) the majority of responses were heavily dependent on literal content; (b) learners typically did not substantiate their readings by referencing the poems, but when interpretations deviated from the literal content, they provided more supportive evidence; (c) the learners's confidence level in creative interpretations was relatively low; (d) considerable variations were observed in meaning construction; and (e) learners spent the same amount of time to produce various interpretations with and without supportive evidence.

**Prancisca, P. & M. Rizqi. (2024) Using reading journals to identify moral values in the extensive reading books, *Englisia*,**

**11(2) <https://jurnal.ar-raniry.ac.id/index.php/englisia/article/view/22129/9339>**

996--With the mushrooming popularity of extensive reading in language classrooms, teachers might be unaware that students are not only gaining linguistic inputs from their reading but also those related to non-linguistic ones, such as moral values. Frankly speaking, some values may suit their culture, but others may not. This research then aimed to investigate these non-linguistic inputs the students obtained when participating in the Extensive Reading ER program. This is important amid the domination of Western culture in stories that students mostly use. This research tried to identify the types of moral values students attained after attending a one-semester ER program. Also, it questioned if these values fit with the culture and place where they lived. Using the diary method, this research collected students's post-reading journals over one academic semester. The journals should be filled in every time

the students finish reading. Involving 30 students as participants, the research generated 397 entries, 13 on average. The data were analyzed by classifying the students' responses into five principles of moral values proposed by the Indonesian Ministry of Education and Culture. This research found that most moral values in the ER program aligned with those in Indonesia, despite a few differences. It also provided two most frequent moral values that were surprisingly close to Western culture. This research shared some interesting discussion, including the possible reasons why these two categories have a strong domination, outperforming other categories. Finally, the research also provides important notes regarding what teachers should do and key suggestions for future research.

**Robb, T. N. (2016). The Myth of the Headword. Extensive Reading in Japan [ERJ], 9 (1) 4-6. [http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_9.1.pdf](http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_9.1.pdf)**

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

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

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

**Lynn, E. M. (2014). Online resources for extensive reading. TESOL Reporter, 46(1&2), 40**

587--\*This article reviews five online resources where teachers can find ideas for conducting extensive reading.

- (1) The Extensive Reading Foundation: Promoting Extensive Reading in English as a Foreign Language - URL: <http://erfoundation.org/wordpress/>
- (2) Top Ten Principles for Teaching Extensive Reading - URL: <http://nflrc.hawaii.edu/rfl/october2002/day/day.html>
- (3) Extensive Reading: The Fun Way to Read - URL: <http://mreader.org/>
- (4) Extensive Reading Central - URL: <http://www.er-central.com/>
- (5) British Council - URL: <http://www.teachingenglish.org.uk/article/extensive-reading>

**McLean, S. (2014). Evaluation of the cognitive and affective advantages of the Foundations Reading Library series, Journal of Extensive Reading, 2, 1-14. Available from <http://jalt-publications.org/access/index.php/JER/article/view/864/61>**

567--This paper provides criteria and methodology for an evaluation of grad

**Ro, E. (2024). Studentsâ€™ display of willingness to participate in an extensive reading book club. Language Teaching Research, 0(0). March. <https://doi.org/10.1177/13621688241232208>**

1001--This study examines interactions in an extensive reading (ER) book club intended to provide opportunities for students to practice English as their second language (L2). Utilizing multimodal conversation analysis, the study shows how students display willingness to participate (WTP) when they are free to initiate or avoid communication. The analysis of seven and a half hours of videorecordings of meetings held over six weeks at a Korean university demonstrates that several practices, particularly responding to questions and expanding on storytelling, reflect WTP. The study particularly highlights the importance of non-verbal cues in signaling and managing the WTP. The study suggests that student initiative can lead to more interactive and engaging learning environments, which may be especially significant in L2

settings where promoting student talk is a primary objective. The findings have implications for educators regarding the dynamics of student participation and agency, and contribute to our understanding of the nuanced relationships between learner initiative and WTP in fluency-oriented language learning contexts.

**Savitri, W., W. Utami, N. Suryati, Ivone, F. (2024)Â Extensive Reading Principles Implementation: Pleasure vs Pressure,Â JOLLT Journal of Languages and Language Teaching 12(2)Â <https://doi.org/10.33394/jollt.v12i2.10928>**

1002--Extensive reading (ER) should be implemented properly based on ER principles. The most known ER principles is ten ER principles proposed by Bamford and Day that are widely referred by ER practitioners around the globe. Unfortunately, these principles are not always implemented in ER classes, even in ELT study program in university. Related to it, ER classes in a university in Indonesia were reported to not conducted ER enthusiastically. It was suspected that it occurred because of lecturersâ€™™ confusion on what to do in their ER classes due to their insufficient comprehension of ER and its principles which eventually reduce pleasure which supposed to be existing in ER classes. Based on that suspicion, this study focused on investigating the lecturersâ€™™ familiarity on ER principles and the implementation of ER principles regarding the expectation to conduct pleasurable ER classes. The data were collected through in-dept interviews to lecturers and questionnaire to students. This study found that not all of the lecturers have adequate knowledge on ER principles which eventually hindered them to teach ER properly and pleasurable. It was also revealed that pressure was felt by both students and lecturers. The pressure increased when the ER involved rigid assignment and assessment.

**Tuerah, J. C., I., Ismail, & E. Pabur, H. (2024). EXTENSIVE READING: FROM THEORY TO PRACTICE. Penerbit Tahta**



1004--Extensive Reading: From Theory to Practice" is a comprehensive guide that explores the transformative power of Extensive Reading (ER) for university students, language learners, and the general public. The book bridges the gap between research and application, offering a balance of theoretical foundations and practical strategies to help readers incorporate ER into their daily lives and educational pursuits. It introduces the concept of ER, its benefits, and how it differs from traditional intensive reading approaches, providing a step-by-step guide to getting started with ER, including strategies for selecting appropriate materials, setting goals, and developing active reading habits. The book explores how ER can be utilized for various purposes, such as academic disciplines, language learning, and personal growth, while also addressing the challenges that extensive readers may face and offering solutions for overcoming obstacles. It presents a comprehensive collection of ER resources, including graded readers, authentic materials, online platforms, and dedicated libraries, serving as a valuable toolkit for readers embarking on their ER journey. For language learners, the book emphasizes the specific benefits of ER in language acquisition and provides techniques for incorporating ER into language learning programs. "Extensive Reading: From Theory to Practice" aims to empower readers to unlock the full potential of ER for their personal, academic, and professional development. By providing a solid theoretical foundation, practical strategies, and a wealth of resources, this book serves as a valuable guide for anyone seeking to foster a lifelong love for reading and experience the joy of learning through the power of extensive reading. Whether you are a university student, language learner, or general reader, this book will inspire you to embrace ER as a transformative tool for personal growth and success in the 21st century.

**Taylor, A (2014). How effective can extensive reading be? Comments on Robb and Kano (2013). Reading in a Foreign Language, 26(1),195-198. <https://nflrc.hawaii.edu/rfl/item/301>**

745--\*After reading Robb and Kano's (2013) study, I was impressed with the sample size of their data pool and results. I think that university administrators should carefully consider their study, since its implications may be applicable across disciplines. Robb and Kano (2013) obtained significant results, shedding more light on how extensive reading can be effective.

**Anderson, N. J. (2013). A curricular model for reading: The inclusion of extensive reading. TESL Reporter, 46(1&2), 1-9.**

545--The purpose of this article is to provide second language (L2) reading teachers and curriculum developers a model of a balanced reading curriculum that includes an extensive reading (ER) component.

**Day, R. R. (2013). Creating a successful extensive reading program. TESL Reporter, 46(1&2), 10-20.**

546--Extensive reading (ER) has been demonstrated to help students learning English as a foreign language (EFL) in many aspects of English. However, EFL teachers interested in using ER in their classrooms may not understand how to do this since it differs in many critical respects from other ways of teaching and learning English. In this article, I discuss how teachers can set up and conduct successful ER programs.

**Yang, S. (2024). Conducting rigorous research in Reading in a Foreign Language: A discussion. Reading in a Foreign Language, 36(1). 1-13.**  
**<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/807e31d9-9740-484a-a98-5e05688ccec2/content>**

1012--This discussion piece explores issues and components that makes original research manuscripts submitted to Reading in a Foreign Language truly rigorous in terms of methodology. This paper will lay out issues of and provide suggestions on how to approach

research questions (RQs), sampling, research design, reporting of results, discussion, and implications, in a way that can contribute meaningfully to research practices in the field. Finally, responses are invited.

**Fried, F. (2024). Intensive vs. extensive reading: a study on the impact of L2 reading interventions in 5th and 6th grade. Doctoral Dissertation, University of Mannheim, Germany. [https://madoc.bib.uni-mannheim.de/67210/1/Dissertation\\_FraukeFried\\_final.pdf](https://madoc.bib.uni-mannheim.de/67210/1/Dissertation_FraukeFried_final.pdf)**

986--[Paragraph extracted from the conclusion.] As presented and summarized in chapter two, intensive and extensive reading differ significantly on a conceptual level. It was reasoned that intensive or extensive reading, thus, is not an either/or issue. It seemed reasonable to assume that student profit differently from these two intervention types depending on their reading and language experience but also depending on psychological factors like self-beliefs and goals. Indeed, the results of this study suggest “ \_at a very generalized level - that students with a high initial language competence, high L1 reading experience, low learning goal orientation and/or low criterial self-concept profit more from intensive reading interventions and students with a low initial language competence, low L1 reading experience, high learning goal orientation and/or high criterial self-concept from extensive reading interventions. Students who have had more English lessons at their primary school, who have a low performance-approach goal orientation, low work avoidance scores and/or have a low absolute or individual English self-concept, profit more from reading interventions “ no matter if intensive or extensive “ whereas students with fewer English lessons, a high performance-approach goal orientation, high work avoidance scores and/or a high absolute or individual self-concept profit more from other, non-reading, English interventions or non-English interventions. These moderation effects are also represented in figure 7.1 and discussed in more detail in chapter five.

**Fujii, K. (2024). Investigating Effective Instructional Approaches for Vocabulary Expansion through Extensive Reading: Emphasizing Volume or Focusing on Unknown Words?. LEARN Journal: Language Education and Acquisition Research Network, 17(2), 279â€“298.**

**<https://so04.tci-thaijo.org/index.php/LEARN/article/view/274086>**

1009--Extensive Reading (ER) emerges as a promising approach for acquiring a foreign language, allowing for a large amount of language exposure. However, the influence of supplementary activities within ER programs has yet to be thoroughly investigated, despite previous studies suggesting their potential effectiveness. This research investigated the effects of ER combined with supplementary instructional approaches on vocabulary acquisition and reading strategies among university EFL students in Japan. Two supplementary instructional approaches were implemented within ER programs of equivalent duration, learner proficiency levels, and grade levels: one emphasizing reading volume and the other focusing on directing attention to unknown words while and after reading. The results revealed that directing learners' focus to unknown words led to more pronounced growth in vocabulary size. However, when attention was directed towards unfamiliar words, students were less inclined to infer their meanings from context and more likely to resort to using dictionaries. Conversely, placing emphasis on increasing reading volume increased the likelihood of students encountering engaging books and series, and reading materials at a specific readability level. These findings indicated that supplementary activities within ER programs influenced learning outcomes and reading strategies. Consequently, when integrating supplementary activities into the ER program, educators should carefully consider the program's objectives and incorporate suitable activities accordingly.

**Robb, T. N. (2013). The effect of grade weighting on student extensive reading performance. TESL Reporter TESL Reporter, 46(1&2), 21-27.**

549--This paper describes three approaches for grading the extensive reading requirement

implemented at Kyoto Sangyo University. In order to encourage less motivated readers who likely would not complete the reading assignments, a grading requirement was imposed. The results suggest that when the course grading criteria include a requirement to complete extensive reading, students are more likely to complete the reading.

**Hill, G. (2012). How we do it at Obihiro University of Agriculture and Veterinary Medicine. Extensive Reading Journal, 5(1), 8-11.**

661--\*This article discusses how the English Resource Center at Obihiro University of Agriculture and Veterinary Medicine implemented and currently provides opportunities for extensive reading to students. The article covers the origin and structure of the program, how the ERC integrates extensive reading into coursework, and other ways the ERC supports extensive reading.

**Rachi, E., Shibata, S., & Hourdequin, P. (2012). The longitudinal development of an Extensive Reading program in a Japanese university. Reading World Congress Proceedings, 1, 75-78.**

647--This paper describes the development over four years of a Japanese university's Extensive Reading (ER) program. We demonstrate the impact of cultivating Extensive Reading as a practice in various school settings both inside and outside of the classroom. We also present reading word count data from successive year student cohorts to show how programmatic changes have affected reluctant readers and students with low reading ability, as well as their more advanced and motivated peers.

**Tomei, J., & Lavin, R.S. (2012). A reference style for graded and leveled readers. Extensive Reading Journal, 5(1), 17-19.**

662--\*As the practice of Extensive Reading becomes more, well, extensive, the range and depth of research associated with it likewise continues to increase. And sometimes, a bit of

thought and proactivity can avoid future problems, even though they may not be on the top of anyone's list. So, in this short note, we'd like to take a look at the problem of how to reference graded and leveled readers used in Extensive Reading.

**Grotek, M., & ĀšlĀ™zak-Āšwiat, A. (2024). The perceived and measured difficulty of texts and tasks in L1 and L2. Reading in a Foreign Language, 36(1). 1-20.**

**<https://hdl.handle.net/10125/67459>**

980--The study investigates the effect of the perception of text and task difficulty on adults's performance in reading tests in L1 and L2. The relationship between the following variables is studied: (a) readers' perception of text and task difficulty in L1 and L2 measured in a self-reported post-task questionnaire, (b) the number of correct answers to the reading tasks, (c) time spent on the task in each language, (d) the number and mean duration of fixations on areas of interest assigned to texts and each of four different task instructions as measured by an eye tracker. The study shows that for readers at an intermediate level of L2, the perceived and measured text and task difficulty is higher for L2, which results in longer mean fixation durations and a higher number of fixation counts. Tasks placed lower on the difficulty scale based on the 7-point scale of reading ability by Khalifa and Weir (2009) are prone to be treated by readers as typical of a specific task format and receive less attention, which often leads to incorrect answers.

**Ito, L. (2024). Children and extensive reading motivation: An action research project on extensive reading motivation in a private language school. Language Teaching for Young Learners 6(1) 104-121** <https://doi.org/10.1075/ltyl.00046.ito>

989--Extensive reading (ER), which refers to reading a lot of often self-selected material for information, overall meaning, pleasure, and enjoyment, has been growing in popularity in Asia as an effective way for English as a foreign language (EFL) students to improve reading skills

and has provided opportunities for comprehensible input (Nation & Waring, 2013). The focus of this action research (AR) project is on young EFL learners in a private language school setting without a grading system. Therefore, it is important that students be intrinsically motivated to read for the school's ER program to be successful, specifically, the motivation to check out and read books from a school library. Furthermore, this AR project sought to find whether certain methods can increase students' intrinsic motivation to read. The research methods include questionnaires, student voice recordings, and empirical data on book-borrowing behaviors. The findings show that indirect, rather than direct, teacher recommendation of books seems to be the most effective method to increase intrinsic motivation to do ER.

**J. C. Tuerah, . I., Ismail, & Efrando Pabur, H. (2024). EXTENSIVE READING: FROM THEORY TO PRACTICE. Penerbit Tahta Media. Retrieved from <https://tahtamedia.co.id/index.php/issj/article/view/788>**

992--Extensive Reading: From Theory to Practice" is a comprehensive guide that explores the transformative power of Extensive Reading (ER) for university students, language learners, and the general public. The book bridges the gap between research and application, offering a balance of theoretical foundations and practical strategies to help readers incorporate ER into their daily lives and educational pursuits. It introduces the concept of ER, its benefits, and how it differs from traditional intensive reading approaches, providing a step-by-step guide to getting started with ER, including strategies for selecting appropriate materials, setting goals, and developing active reading habits. The book explores how ER can be utilized for various purposes, such as academic disciplines, language learning, and personal growth, while also addressing the challenges that extensive readers may face and offering solutions for overcoming obstacles. It presents a comprehensive collection of ER resources, including graded readers, authentic materials, online platforms, and dedicated libraries, serving as a valuable toolkit for readers embarking on their ER journey. For language learners, the book

emphasizes the specific benefits of ER in language acquisition and provides techniques for incorporating ER into language learning programs."Extensive Reading: From Theory to Practice" aims to empower readers to unlock the full potential of ER for their personal, academic, and professional development. By providing a solid theoretical foundation, practical strategies, and a wealth of resources, this book serves as a valuable guide for anyone seeking to foster a lifelong love for reading and experience the joy of learning through the power of extensive reading. Whether you are a university student, language learner, or general reader, this book will inspire you to embrace ER as a transformative tool for personal growth and success in the 21st century.

**Macalister, J. (2009). But my programme's too full already**

478--\*This chapter highlights the use of extensive reading in the academic purposes classroom. While there is broad agreement that extensive reading is beneficial for language learning, its absence in higher educational contexts is often remarked upon, and the author suggests that there is no good reason for that absence. He considers a number of questions that arise once the decision to incorporate extensive reading has been taken: when and where the reading should take place; how the reading should relate to the rest of the teaching programme; what should be read; what to do after the reading; and, who should be reading.

**Furukawa, A. (2008). Extensive reading from the first day of English learning. Extensive reading in Japan [ERJ], 1(2), 11-14.**

443--This paper reports how our current ninth graders raised their reading level as shown by



their performance on a nationwide test for Japanese high school students.... The results of the ACE exam strongly suggest that ER has helped the eighth graders reach a level of English comparable to students two years their senior.... As the ACE test is well known among high school teachers in Japan, it is hoped it will show those teachers who are not familiar with ER the dramatic results that can occur if they add an extensive reading component to their English classes.

**Hill, D.R. (2008). Graded readers in English. *ELT Journal*, 62(2), 184-204.**

446--\*This is a detailed survey review of series of graded readers in English, published in the UK, Europe, and the US, covering 42 current series containing 2,051 titles. It also includes for reference a table of 26 series now out of print. Graded readers are defined, and their relationship to extensive reading is explained. The series are assessed in terms of content, format and artwork, support for reading, reading task, pedagogical support, and--where appropriate--age group. The survey ends with recommendations for improving graded readers.

**Katamba, C. V., & Tomatala, S. V. (2024). Extensive reading strategy and reading comprehension: Individual vs group instruction. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 9(1), 18-32.**

**<https://jurnal.unai.edu/index.php/acuity/article/view/3245>**

968--Reading in a foreign language (English) has been a problem for primary school kids in remote places in Indonesia. The purpose of this study is to determine if there is a significant difference in the effect of extensive reading (ER) between individual and group teaching. Students were divided into two categories, one class read individually, and the other class read in groups. This is a quantitative study. The pre-test and post-test research design was employed in this study. A comprehension test was given to the participants before and after the reading activities. The results of this study demonstrate that participants in both groups have

improved their reading comprehension scores. Additionally, there is a noticeable difference between students who received ER instruction individually and those who received ER instruction in a group; both groups improved in their reading scores, as can be clearly seen from the post-test score as well as from the computed gain score of the ER group, which attained a higher score. The post test of the ER-individual is 51.39, and the normalized gain is 0.31, while the post test of the ER-group is 70.30, and its normalized gain is 0.38. Therefore, there was a significant difference between individual and group teaching. This study also revealed that the approach used to enhance pupils' reading comprehension received favorable feedback. Therefore, it is recommended to use ER groups for reading comprehension, especially for primary pupils.

**Li, Y., Brantmeier, C., Gao, Y., & Strube, M. (2024). The Effects of Strategic Adjunct Questions on L2 Reading and Strategy Use. *Reading in a Foreign Language*, 36(1). 1-37.**

**<https://hdl.handle.net/10125/67455>**

979--This experimental study examined the effect of answering strategic adjunct questions (AQs) on L2 reading comprehension and strategy use. Participants were 124 Chinese intermediate-advanced EFL learners from a large public university in China. Of them, 24 and 100 participated in the pilot study and formal study, respectively. Participants read two expository texts under either condition (with or without strategic Aqs) and completed three comprehension tasks: free written recall, sentence completion, and multiple-choice. Additionally, participants completed an automated Operation Span Task, a demographic questionnaire, a topic familiarity questionnaire, and a reading strategy survey. In the end, participants' perspectives on strategic Aqs were obtained. This study features a repeated measures design. Paired sample t-test, Pearson correlation, and regression were used for data analysis. Overall, the data revealed a potentially valuable contribution of higher-order Aqs to L2 reading comprehension and strategies use.

**Nuraeningsih, R. & M. Santosa, (2024), Students' Perception on Extensive Reading (ER) through Virtual Book Club to Promote a Pleasure Reading. Kasetsart Journal of Social Sciences 45(2):503-512. DOI:10.34044/j.kjss.2024.45.2.16**

993--Book club is broadly believed to give contribution to students' positive attitude of willingness and enjoyment in reading. Online ER book club was set up for the first year students in a higher education level to support ER class, especially to promote pleasure reading. This study aimed to delve into the students' perception on ER book club of first semester students of the English Education Department of a private university Central Java, Indonesia. Framed within a descriptive qualitative method, a questionnaire and an interview guide were administered to the research participants. The questionnaire aspects comprise perceiver, target, and situation where ER aspects, namely, book choice, reading fluency and reading comprehension, were embedded in the items. An interview was also conducted to get more detailed facts about the book club. The findings reveal that students perceived the ER book club positively. ER book club provides fruitful and enjoyable activities for the students that promote their interest for pleasure reading and improve their English skills, particularly reading ability. Based on the findings, the writers suggest making the ER book club as a regularly sustainable program to maintain a positive culture of reading for pleasure that might lead to good reading habits.

**Kane, E. (2008). Motivating students with SSR. Extensive Reading in Japan [ERJ], 1(1), 10-12.**

447--Most readers [of this journal] will be familiar with the differences between intensive and extensive reading.... What, however, are the differences between Extensive Reading (ER) and Sustained Silent Reading (SSR)? In this brief introduction, I will explain SSR; suggest how best to implement it in our classrooms; and explain some benefits our students can expect. [\*The article compares questionnaire answers and numbers of books read by ER students and SSR students.]

**Waring, R. (2008). Starting Extensive Listening. Extensive Reading in Japan [ERJ], 1(1).**

<https://hosted.jalt.org/er/erj-back-issues>

910--[From inaugural issue of ERJ] Rob has been actively promoting EL

for a decade and is the moderator of

the EL mailing list. He is one of the

few people to have published research

on EL. Hopefully some of the readers

of this article will follow in his

footsteps and do more EL research.

Please note as well that this article is

aimed more at students than teachers.

**Bradford-Watts, K., & O'Brien, A. (2007). Interview with Rob Waring and Marc Helgesen on extensive reading. The Language Teacher, 31(5), 3-6.**

392--In this interview, Waring and Helgesen discuss the past, present, and future of Extensive

Reading (ER) in Japan. Topics covered include the meaning of Extensive Reading, the

introduction and development of ER programs in educational institutions, challenges in and

advice for setting up a program, benefits of Extensive Reading for learners, ER learning styles,

and multiple intelligences. Waring and Helgesen also provide a glimpse of ER related

organizations and their visions for the future of ER in Japan.

**Renandya, W. A. (2007). The power of extensive reading. RELC Journal, 38, 133-149.**

399--My goal in this article is to discuss the empirical support for extensive reading and explore

its pedagogical applications in L2/FL learning. I argue that the benefits derived from diverse

studies on extensive reading in many different contexts are so compelling that it will be

inconceivable for teachers not to make it an important feature of their teaching.

**Outamgharte, B., Yeou, M., & Zyad, H. (2024). The impact of L1 and L2 Glosses on EFL Learners' Incidental Vocabulary Learning Through Reading: A Systematic Literature Review. International Journal of Linguistics and Translation Studies, 5(3), 81-95. <https://doi.org/10.36892/ijlts.v5i3.479>**

985--This systematic literature review investigates the impact of L1 and L2 glosses on EFL learners' incidental vocabulary learning via reading. The review aims to synthesize and analyze existing empirical research on the topic, identify the most effective glossing method, and highlight reasons why some glosses may be more effective. The review's research questions are: (1) How is incidental vocabulary operationalized in these studies? (2) Do L1 and L2 glosses differ in their effect on incidental vocabulary learning? and (3) Why do some learners benefit from one type (L1/L2) of gloss more than the other? The review follows a systematic methodology, involving a comprehensive search using SCOPUS databases, rigorous inclusion/exclusion criteria, and data extraction and synthesis methods. The results suggest that L1 and L2 glosses have a positive effect on EFL learners' incidental vocabulary learning through reading, but there is a lack of consensus on which language is more effective. The review highlights the lack of gloss studies among Arabs.

**Prasetianto, M., Maharddhika, R., & Trimus, S. E. P. L. (2024). The digital-mediated extensive reading on English Language learning of agriculture students. Journal of Education and Learning (EduLearn), 18(1), 107-115. <https://doi.org/10.11591/edulearn.v18i1.21176>**

966--Reading is a skill that is initially taught in schools. Students are introduced to the alphabet and later learn to read texts. Reading Foreign languages is also introduced when students learn a foreign language. The student requires reading activities that include vocabulary learning. Extensive reading is one of the practical activities of reading. Nowadays, extensive reading activities include reading printed and digital text in e-books, journals, and internet and social media articles. In addition, digital extensive reading research on university students of

agriculture is still rare. Thus, research on digital-mediated extensive reading in agricultural studentsâ€™ needs to be conducted to investigate whether it improves their reading comprehension. This study involved 84 agricultural students majoring Agroecotechnology study program. The participants take an English course. The data for this study was taken from the pre-test and post-test scores and questionnaire. The data will be analyzed using descriptive and inferential statistics. The results of the study shows that the digital-mediated extensive reading effectively enhances the student's reading comprehension in English as academic purposes (EAP) setting, and the students express that the digital-mediated extensive reading provides flexibility, technology utilization, and reading.

**Ramiah, V. & M. Maniam (2024) The Effectiveness of Extensive Reading Programme to Enhance Reading among Primary School Students in Rural Sarawak, International Journal of Academic Research in Progressive Education and Development Vol. 13 No. 1 (2024): Volume 13, Issue 1 (2024)**

995--The aim of this study is to analyze the L2 learners reading ability with low language proficiency in rural parts of Sarawak, Malaysia. The study was conducted by introducing a few extensive reading program to enable learners to gradually start reading a text with interest and not pressured or stressed to read due to exam. The researcher embarked on this research to find out what is lacking in the learners because they are not interested in reading an English text. The learners are only interested in reading materials that are related to their examination. The research was carried out on Year 3 students in a rural area in Kuching, Sarawak. The learners were not exposed to materials pertaining to English unless they are in school. The respondents were familiar with the Bahasa Melayu and other local dialects or their first language only. The lack of interest was due to the influence of first language and the environment which is only filled with one race that are fluent in the Malay language. A total of 32 students were chosen to take part in this study. Studentsâ€™ feedback on the effectiveness of

Extensive Reading programme were obtained via questionnaire and interview with teachers and school principals. The findings of the study revealed that the unanimous agreement among respondents on the significance of English reading and the positive impact of the program aligns harmoniously with the existing literature. These findings underscore the value of such initiatives in cultivating a genuine interest in reading, particularly in contexts where access to educational resources may be limited. The findings of this research will be able to bring a paradigm shift in the reading habit among young learners in rural area in Sarawak.

**White, M. (2007). A good story in 50 words? *The Language Teacher*, 31(5), 19-20.**

395--\*This activity helps students appreciate the power of words and gives them a taste of what extensive reading has to offer. Students work with extremely short stories and the blurbs from the backs of graded readers, which can be a great springboard for reading the graded readers themselves.

**Helgesen, M. (2005). Extensive reading reports - Different intelligences, different levels of processing. *Asian EFL Journal*, 7(3). 25-33. Retrieved February 11, 2006 from [http://www.asian-efl-journal.com/September\\_05\\_mh.php](http://www.asian-efl-journal.com/September_05_mh.php)**

340--\*Extensive Reading (ER) is an important aspect of any English as a

Foreign/Second Language reading program. In this paper, I will consider a definition of ER and benefits of including it in a program. In the main part of the paper, I will explain four reporting forms that work with different intelligences and levels of processing.

**Day, R. R. (2004). Two writing activities for extensive reading. *English Teaching Forum*, 42(3), 8-10.**

330--\*In extensive reading, students select their own books and read a great deal at their own pace. They are encouraged to read easy and interesting books and to stop reading a book if it is too hard, too easy, or boring. Generally, students do not answer comprehension questions on the books they have read. This article shows how this can be done by suggesting two writing activities that are designed to help students improve their writing and, at the same time, allow them to demonstrate their understanding of the books they have read.

**Rothville, K. (2024). Developing a Japanese Vocabulary Levels Test for the purposes of extensive reading. *Journal of Extensive Reading* 11 (2).**

**<https://jalt-publications.org/content/index.php/jer/article/view/1221/118>**

988--When assessing L2 English learner vocabulary to guide learners to an appropriate reading level, teachers and researchers typically focus on highly frequent words determined by analyses of L1 English corpora. This does not yet appear to be the case for Japanese, with teachers and researchers either focussed on textbook or Japanese proficiency test vocabulary lists to determine learner vocabulary knowledge. This may be due to the lack of vocabulary tests based on Japanese word frequency. In order to partially address this gap, this paper reports the creation of a vocabulary levels test based on Matsushita's (2012a) General Learners' Vocabulary List. The first iteration, developed in 2017, covered only the first 2000 words, and was found to assess too few words to be suitable for L2 Japanese learners. The current version was therefore expanded to cover the 5000 most frequent Japanese words. Four test forms were created, which have been used with second- and third-year learners at a large New Zealand university. The test was found to be highly reliable (Kuder-Richardson 21 = .98), and arguments are presented here for its validity in the L2 Japanese extensive reading context.

**Tabata-Sandom, M. & Ikeda, Y. (2024). How practical extensive reading experiences changed**



**the perceptions of L2 Japanese teachers. *Reading in a Foreign Language*, 36(1). 1-27.**

**<https://nflrc.hawaii.edu/rfl/item/600>**

991--This study examines how the perceptions that twelve teachers of Japanese as a second language (L2) had of extensive reading (ER) changed following 10 months of online English ER. Interviews provided much of the study data, supported by pre-project and post-project questionnaires. The participants' pre-project and post-project vocabulary sizes and reading rates were measured to examine whether changes in their perceptions coincided with their linguistic change. The participants' usage of ER led to their discovering the power of ER in overcoming psychological barriers toward L2 reading, the difficulty of routinizing reading, the importance of facilitators' support, and the benefits of occasional dictionary use. While their reading rate gains corresponded with their unchanged high rating of ER's benefits for reading skills, their vocabulary growth did not correspond with their decreased rating of ER's benefits on vocabulary development. Furthermore, the participants agreed that teachers are learners' role models more after the project.

**Thao, V. T. T. (2024). Non-majored English students' learning autonomy through extensive listening at a public university. *Journal of Knowledge Learning and Science Technology*, 3(1), 63-73. <https://doi.org/10.60087/jklst.vol3.n1.p73>**

967--Enhancing English language proficiency, especially in listening skills, is crucial for students completing General English Courses at universities in Vietnam these days. Unfortunately, non-majored English students are often overlooked in assessments of this vital skill in their final exams, resulting in a lack of autonomy in their language learning, particularly in listening. This research explored students' perspectives on fostering autonomy through extensive listening activities, conducting a qualitative case study with 10 non-majored English students. Interviews revealed that extensive listening motivated students' learning and improved their listening skills. However, despite these benefits, the findings highlighted a need

for educators to play a more active role in designing and delivering comprehensive guidance in extensive listening strategies. This study contributed valuable insights to the ongoing discourse on optimizing learning autonomy in English language education.

**Thongsan, N. C., & Waring, R. (2024). Challenges in Implementing Extensive Reading in Thailand. *rEFLECTIONS*, 31(2), 457-477.**

**<https://so05.tci-thaijo.org/index.php/reflections/article/view/274278>**

1005--This study explores the key challenges encountered in the implementation of extensive reading in the Thai context. The samples were 400 Thai students and teachers who were already familiar with the concept of ER. The participants' opinions, thoughts, and beliefs about the implementation of ER were also gathered through surveys and semi-structured interviews. The results reveal that these challenges include teachers' beliefs about ER; insufficient support from schools and educational authorities; teachers' workload and lack of training; and students' motivation and reading habits. Overcoming these challenges requires collaborative efforts between educational institutions, administrators, teachers, and students to provide adequate resources, training, and a supportive environment to promote a reading culture in the EFL classroom in Thailand. Extensive reading programs (ERP) can be effectively implemented in Thailand by recognizing and resolving these issues, which will improve language learning outcomes and a lifelong motivation for reading among students.

**Sheu, S. P-H. (2004). Students' reflections on the physical features of EFL graded readers. *TESL Reporter*, 37(1), 18-33.**

314--\*While much has been written about the use of graded readers as a way to encourage

extensive reading, little is discussed in the literature with regard to learners

**Zhang, R. (2004). Using the principles of Exploratory Practice to guide group work in an extensive reading class in China. Language Teaching Research, 8, 331-345.**

346--Exploratory Practice emphasizes integrating research into pedagogy, and attaches great importance to the quality of life in the classroom. It suggests that we work primarily to understand language classroom life, to bring people together, and to develop students' language competency in a harmonious atmosphere. By putting EP principles into my teaching practice, I explore ways of solving a problem I experienced in teaching English extensive reading to English majors in a Chinese University.

**Prowse, P. (2003). Extensive reading. English Teaching Professional, Issue 27, 40.**

331--\*This one-page article consists of three main sections: What, Why (and Why not) and How. The author notes that extensive reading can be divided into two main kinds: class library and class reader (the "what"). He then points out that extensive reading improves the student's reading skills, writing skills, listening and speaking skills, vocabulary, grammar and examination results (the "why"). Finally he considers some issues and suggests a number of practical ways to implement extensive reading in the school (the "how")

**Zhang, K (2024). Analysing and evaluating the bilingual adaptation of English graded readers in China: A social semiotic multimodal discourse study. Humanit Soc Sci Commun 11, 528. <https://doi.org/10.1057/s41599-024-03027-z>**

987--International English-graded readers have been increasingly adapted, rewritten, and localised to cater to the specific needs of learners in different regions. This cross-cultural adaptation of materials has not attracted much scholarly attention, although it is an essential dimension of research on materials for language learning and teaching. The present study

explores the textual transformations that occur in the bilingual adaptation of Cambridge English Readers, a series of original fiction books for learners of English, by a Chinese publisher. The analysis is underpinned by social semiotic multimodal discourse theory. Based on the analysis, the study evaluates the pedagogic potential of the bilingual edition of Cambridge English Readers as materials for English language learning and teaching. In doing so, it demonstrates a novel approach to evaluating bilingual adaptations of graded readers. It also shows that the original and bilingually adapted editions reflect different cultures of learning.

**Carter, S. J., Wilcox, M. P., & Anderson, N. J. (2023). A unitary measure of L2 silent reading fluency accounting for comprehension. *Reading in a Foreign Language*, 35(2), 106-137. <https://hdl.handle.net/10125/67444>**

913--This research presents a novel reading fluency (rf) measurement formula that accounts for both reading rate and comprehension. Possible formulas were investigated with 68 participants in a strategic reading course in an IEP at a small Pacific Island university. The selected formula's scores demonstrated concurrent validity through strong correlation ( $r[66] = .680, p < .001$ ) with the Adaptive Reading Test (ART), an assessment aligned with ACTFL's proficiency levels. Furthermore, when ART scores were regressed onto formula scores, formula scores accounted for 49% of the variance in ART scores ( $R^2 = .488, F[1, 66] = 62.88, p < .001$ ); these results were comparable to a model in which comprehension and rate were the independent variables ( $R^2 = .514, F[2, 65] = 34.38, p < .001$ ). The formula appears preferable to currently available alternatives and ensures that high performance in reading rate cannot compensate for low performance in comprehension nor vice versa. An Excel workbook for exploring formula variants and tracking learners' fluency is provided to readers of *Reading in a Foreign Language*.

**Chouaib, Y., Debieche, B., & Ghebghoub, S. (2023). Extramural English of Algerian EFL**

## **Learners at the University of Jijel (Doctoral dissertation).**

<http://dspace.univ-jijel.dz:8080/xmlui/browse?type=author&value=Debieche%2C+Belkis>

885--The present study aims to explore extramural English language activities among Algerian EFL university students at the University of Jijel, Mohammed Seddik Ben Yahia. Specifically, this study describes the frequency of exposure to out-of-class English language activities and the most common activities students are exposed to as well as explores the motives behind their exposure. The study further explores the relationship between learners' educational level and the frequency of out-of-class English language activities. To meet these research aims, a questionnaire was administered to 325 EFL students of all levels. The obtained results showed that students highly engage in English language activities outside the university, mostly, searching Google, watching YouTube, speaking at home with family and friends, listening to music, and listening to music while reading lyrics. Also, various reasons for exposure emerged including proficiency, entertainment, self-development, and habit reasons. Furthermore, the study found a significant positive (but weak) correlation between learners' educational level and their frequency of exposure to extramural English language reading ( $p < .05$ ), listening ( $p < .05$ ) and viewing ( $p < .01$ ) activities, but not to listening-while-reading ( $p = .08$ ) and speaking ( $p = .66$ ) activities. In other words, as EFL learners progress from one year to the next, they will engage in more reading, listening, and viewing English language outside the university. These results which are unprecedented in the context of Algeria are discussed.

<http://dspace.univ-jijel.dz:8080/xmlui/browse?type=author&value=Debieche%2C+Belkis>

**Davidson, H. (2002). Post script to A Defence of simplification: Redefining "beginner".**

**Prospect, 17(3), 69-77. Retrieved January 2, 2005 from**

**[http://www.nceltr.mq.edu.au/prospect/17/pros17\\_3hdav.asp](http://www.nceltr.mq.edu.au/prospect/17/pros17_3hdav.asp).**

329--This paper compares a newly published set of readers, *The Great South Land* (Davidson and Court 2001) for beginner ESL/EFL students with other materials which are described by their publishers as suitable for beginners, and in particular, with those analysed by Nation and Deweerdt in the December 2001 edition of *Prospect*.

**Nation, P. (2002). *Managing vocabulary learning*. Singapore: SEAMEO Regional Language Centre.**

303--\*This short, practical booklet in the RELC Portfolio Series looks at a number of approaches to effective vocabulary teaching. One of the seven chapters in the booklet is devoted to the discussion of extensive reading and how it can be adopted to promote vocabulary learning. A total of eight principles of extensive reading are outlined and some factors to set up an extensive reading programme are considered.

**Zhang, Y.H. (2002). *On the feasibility of offering an extensive reading course in senior middle school English classes*. Unpublished MEd thesis, Shan'xi Normal University, Xi'an, China.**

513--

With economic reform and open policy furthered and developed, English as a major means of transcultural intercourse is playing a more and more important part in international transaction, business trade and technical cooperation. However, the present English teaching of senior middle schools cant meet the needs of quickening advancement of social economical and cultural development. Because of the limited input channels and input amount of related knowledge, the students are weak in cultural consciousness. So it is not surprising that they cant use English fluently and properly in practical communication. In reading classes, large quantities of time are spent in explaining new words and drilling English grammar items over and over again. As a result, these students can neither meet the requirements of the college teaching nor those of future work.

According to Chomsky's Innatist Hypothesis (1965), a human was born with language acquisition device and language input can activate it and make it function. Krashen (1985) holds that only when input is comprehensible, will language acquisition happen. At the same time, Krashen points out that if the learner receives enough comprehensible language input, he can get necessary grammar. Therefore, the teacher needn't teach language forms in the next stage in a special way and as long as the students receive large amounts of language input, he can get the language forms automatically. That means that the teacher's major duty is to make the students receive as much language input as possible. Krashen and Terrell (1983:131) suggest that reading may also be a source of comprehensible input in a second language. Krashen (1989) also claims that reading skills improve according to the amount of reading done. As an effective way of language input, reading can be divided into two stages: the initial stage of decoding and the second stage of comprehension. As a matter of fact, the senior middle school students have gone beyond the first stage and will be ready to obtain message through reading widely. Extensive reading can perform the supplementing function to intensive reading. If a middle school student doesn't read much, he will be trapped in the unfavorable circle. So extensive reading ought to be paid as much attention to as intensive reading. The senior middle school students badly need to begin extensive reading to develop their synthetic reading capacity.

The senior English syllabus (2000) points out that reading ability is to be developed as priority and the new English course standard (2001) makes it clear that the amount of reading, except

the textbook, needs to reach up to 360,000 words. A recent survey of the reading condition shows that most of senior middle school students are poor in the amount of vocabulary, slow in reading, weak in cultural consciousness and low in interest in English lessons. Almost all of the students expect the teacher to instruct them how to read by themselves. Some students make suggestions about how to carry out extensive reading in the classroom and even describe the ideal extensive reading class in mind.

Under this circumstance, the author suggests setting up extensive reading in the classroom to help students form reading habits and acquire reading skills. Depending on the new English course standard, the goals of extensive reading course should lie in (1) enlarging the range of vocabulary, (2) developing the reading ability, (3) consolidating the results of intensive reading, (4) arousing interest in reading, (5) forming the reading habit and (6) strengthening the cultural consciousness. In order to carry out the extensive reading course, the teacher should have the modern teaching ideas, such as the quality education, the student subject and the language communicative competence. Then, he needs suitable reading material to secure a successful process of extensive reading teaching. The extensive reading material ought to be roughly-tuned in language, authentic and comprehensible, fit for the cognitive level of the students, extensive in subject matter binding.

Since extensive reading is varying designed style and elegant in classroom teaching, class-hours extensive ought to be offered to make sure the teacher can carry reading course thoroughly. In the current condition, it is feasible to spare one class-hour for extensive a week.



Reading practice is carried on mainly in extensive reading classes. To begin with, the teacher must help rid the students of bad reading habits such as the lips moving, the finger pointing and the eyes regressing. Then, he should continue by training the students repeatedly in some necessary skills so as to build up their reading speed. Finally, he should try every possible way to improve understanding on the part of his students. First, the prediction is an aid to understanding the whole text. Secondly, the students should learn to presuppose the meaning of the new words by word formation, matching up and context. Thirdly, the barrier of reading comprehension usually lies in lack of English cultural knowledge, so the teacher should expose the students to proper cultural knowledge. Lastly, the students need to be encouraged to make use of the top-down reading model to improve their synthetic reading capacity. Besides, the teachers should obey the following principles of teaching extensive reading: (1) an active skill; (2) the need to be engaged; (3) the content to be responded to; (4) the task to be matched to the topic; (5) self-reading to be developed; (6) different keys to be put to different periods of teaching. The new English Course Standard (2001) proposes the task-based teaching model. This kind of teaching model emphasizes two-way language communication, based on Krashen's Input Hypothesis (1985) and Long's Interactional Hypothesis (1983). Skehan (1998) describes the task like this: meaning as the priority, finishing the task as the main thing and evaluation depending on whether to finish the task. The task-based teaching model is helpful to achieve the goal of the extensive reading course, so it is an ideal teaching model of extensive reading. The author suggests the following three steps, representation of the task, fulfillment of the task and analysis of the fulfilled task in the extensive reading teaching and takes an example to explain how to carry out the task-based teaching model in extensive reading class.

Since class time is always limited but the amount of reading is large, extensive reading after class is necessary as a supplement to classroom teaching. The teacher should direct the students to choose enjoyable readers, build up the class cupboard and make the book-borrowing rule. What is more, the teacher needs to regularly check how the students reading is going on to get the back-up information in time. Large amounts of reading will help the students form reading habits, warm up their interest in English and improve their reading ability as well.

Evaluation is a necessary part of extensive reading course. A scientific evaluation system can guarantee the goals of extensive reading course. The summative evaluation combined with the formative evaluation will achieve the unity of evaluating the process and evaluating the result. The formative evaluation helps turn the students from the evaluation object to the evaluation subject, which requires the participation of the teacher, the students and the parents. When the formative evaluation is introduced, the teacher may choose the suitable evaluation method in the light of the individual studying style. Meanwhile the teacher should keep an eye on the result of the evaluation and use it to adjust extensive reading teaching.

Moreover, the summative evaluation is also an important method to test the students synthetic language capacity and measure the teaching results. Different from the formative evaluation, the summative evaluation is carried out in the form of testing. To carry out this evaluation, achievement test can be designed to show the mastery of extensive reading. Since the quality

of the language test depends on validity and reliability, a good test should be evaluated in face validity, content validity, construct validity and empirical validity. The teacher can better the reliability of extensive reading test by designing more task items, offering clear instruction, making detailed marking scheme, etc. The focus of the extensive reading test should be usually placed on reading skills and reading comprehension. Reading comprehension is usually recognized on five levels: (1) literal comprehension, (2) recognitive comprehension, (3) inferential comprehension, (4) evaluative comprehension and (5) appreciative comprehension. Considering the cognitive level of the senior middle school students, (2) and (3) and (4) should be the focal items of the extensive reading test. The sample of the reading passage should be similar to the type of reading material that the student deals with in reading classroom. The length of the extract should also be related to its level of difficulty. On the whole, the difficulty level of the text, however, should coincide with the level of the students proficiency in English. True /false judgment, multiple choice, clone test, skimming and scanning items can be used as extensive reading testing techniques.

Extensive reading course is based on the classic linguistic theory. Carrying out extensive reading in English classes, for one thing, will improve the students English communicative capacity, for the other it will help them develop their non-intelligent potentials. Therefore, extensive reading course will add new life to senior middle school English classes. The author hopes that extensive reading course will be carried out in senior English teaching substantively.

Key words: extensive reading, language input, English classes.

**Bouchaal, M. (2001). Extensive reading. The Newsletter of the Moroccan Association of Teachers of English, 22 (2). Retrieved March 1, 2006, from**

**<http://www.mate.org.ma/mateweb/matenewsl/mbark.htm>**

354--\*This is a general survey article on extensive reading. It concludes with the statement: "I remain fully convinced that poor resources, financial or logistic problems are the main obstacles to implementing an extensive reading project. Reading materials are almost non existent or are not readily available to students, if they do exist, they are most of the time culturally irrelevant."

**Malakowsky, D. (2023). A modified extensive reading and repeated reading intervention with adult ESL students. Reading in a Foreign Language, 35(1),**

**72â€“99.Â <https://hdl.handle.net/10125/67439>**

916--Twenty adult ESL students at a community college participated in a semester reading intervention. Participants received a modified extensive reading treatment, and some participants received an additional repeated reading direct instruction reading intervention. The author examined the impact of the reading interventions on ESL studentsâ€™ reading fluency and reading comprehension. Within the two reading groups, students were selected randomly and placed into either the modified extensive reading group or the repeated reading intervention and modified extensive reading group. ESL students in the modified extensive reading group read graded readers; ESL students in the repeated reading and modified extensive reading group read graded readers and 12 nonfiction Read Naturally passages. Results of the quasi-experimental quantitative study indicated no significant difference between the intervention and comparison groups regarding reading fluency and reading comprehension; however, within group results were statistically significant regarding student

reading rate and accuracy.

**Shimono, T. R. (2023). The effects of extensive reading, timed reading, and repeated oral reading on Japanese university L2 English learnersâ€™ reading rates and comprehension over one academic year. *Reading in a Foreign Language*, 35(2), 190-221.Â <https://hdl.handle.net/10125/67447>**

915--The effects of extensive, timed, and repeated oral reading on 101 lower-intermediate Japanese university L2 English learnersâ€™ reading rates and comprehension were investigated over one academic year. The participants were divided into four quasiexperimental groups: (a) Group 1 did extensive, timed, and repeated oral reading with prosody and chunking training; (b) Group 2 practiced extensive and timed reading; (c) Group 3 did extensive reading only; and (d) Group 4 did not receive any reading fluency treatments. Three different texts of varying length and difficulty were used to measure reading rate at three times during the year. The results indicated that all three reading fluency treatment groups made statistically significant reading rate gains on the three measures while maintaining comprehension. Notably, Group 1, the group that received the most wide-ranging treatment, outperformed the other groups. Therefore, this study underscores the importance of taking a comprehensive approach to developing reading fluency in L2 contexts.

**Tabata-Sandom, M. (2023). A case study of the impact of online extensive reading on the L2 reading motivation, habits, and linguistic abilities of advanced L2 English learners. *Reading in a Foreign Language*, 35(2), 160-189.Â <https://hdl.handle.net/10125/67446>**

914--This mixed-methods case study examines how an online extensive reading project impacted the 11 participantsâ€™ motivation, habits, and linguistic abilities regarding L2 English reading. The participants engaged in extensive reading for one year on Xreading (an online extensive reading website). They were all female Japanese nationals aged between 30

and 65 whose L1 was Japanese. Previous studies have reported the benefits of extensive reading for elementary/intermediate learners, but have not fully looked at outcomes for learners at higher levels. This study's findings suggest that extensive reading is equally beneficial for those above the intermediate level. Throughout this project, the participants accessed graded readers on Xreading, and quickly established reading habits in English, transforming from reluctant to engaged, avid L2 readers. The qualitative data obtained from interviews, journals, and records on Xreading revealed the sources of the participants' positive changes to be: how engaging and easy to comprehend the graded readers were, a sense of commitment to the project, consistent support from the researcher, and the Xreading's useful functions. Additionally, the participants' vocabulary sizes and reading rates, increased significantly (vocabulary size gains,  $p < .0005$  and reading rate gains,  $p < .05$ ) in parallel to the substantial amount of reading they were doing.

**Hill, D.R. (2001). Survey: Graded readers. *ELT Journal*, 55(3), 300-324.**

445--\*This survey review, written four years after the previous one, examines and analyses graded readers in general terms. It concludes with an in-depth look at the qualities of series in print.

**Lida, K., & Smith, A. (2001). Alternative assessment for graded readers. *The Language Teacher*, 25(8), 26-28.**

269--This article offers alternatives to the book report as means of assessing extensive reading. The alternative assessment ideas are writing a letter to a friend, creating an advertisement, doing a comic strip, constructing a timeline of events in the book including the participation of an additional character not in the book, writing a one-page sequel, writing a diary describing the feelings of a particular character at various stages of the book, interviewing a characters and providing the character's answers, taping a talk about the book,

and drawing a storymap.

**U, A. (2001). Opening up the minds of ESL learners to read the minds of English writers.**

**English Teacher: An International Journal, 4, 206-216. Available:**

**<http://repository.au.edu/bitstream/handle/6623004553/14089/au-netij-v4-n3-3.pdf>**

257--\*Examines English-as-a-Second-or-Other-Language learners preparing for further academic studies with a focus on their reading abilities at both the pedagogical and real-world level. Discusses how use of reading journals in extensive reading and post-reading activities open up their minds to read the minds of English writers in different contexts.

**Barfield, A. (2000). The promise and practice of extensive reading: An interview with George Jacobs and Willy Renandya. Literacy Across Cultures, 3(2), 25-30.**

297--Two Southeast Asia-based educators and a Japan-based educator discuss their experiences with and views on extensive reading. Among topics covered are their own reading development, influences from theory and research, what they have learned from their own students and fellow teachers, and practical issues, such as finding materials for extensive reading and encouraging student-student interaction as a way to promote extensive reading.

Available: <http://www.literacyacrosscultures.org>

**Tsang, A. & D. Fung, (2023) Compulsory versus voluntary extensive reading: Investigating English learners' perceptions, proficiency and school banding. The Curriculum Journal 35(2) 168-183.Â <https://doi.org/10.1002/curj.218>**

994--Reading is a core element in language education. Despite extensive research in second/foreign language (L2/FL) reading, relatively little is known about the differences between two common practices: Compulsory reading (i.e. reading assigned by teachers) and voluntary reading (i.e. self-initiated reading). This article reports two related quantitative studies

(nâ€‰=â€‰124; nâ€‰=â€‰498) investigating learners' out-of-class compulsory and voluntary English-as-a-foreign-language (EFL) story reading frequencies in Hong Kong. Learners' perceptions, EFL proficiency and school banding were analysed in relation to reading frequencies. It was found that the frequencies of engaging in both kinds of reading were very low. Reading frequencies and favourability towards story reading were found to be mildly to moderately correlated with proficiency. Among these variables, however, only voluntary reading significantly predicted proficiency. Students who were academically more competent showed greater favourability while those in the middle school banding reported a higher frequency of reading. The findings are discussed and implications are drawn.

**Yang, Y & R. Majumdar (2023) Design of a learning dashboard to enhance reading outcomes and self-directed learning behaviors in out-of-class extensive reading. *Interactive Learning Environments* 32 (3), 892-909. <https://doi.org/10.1080/10494820.2022.2101126>**

998--Self-directed learning (SDL) requires students to take initiative to learn and control their own learning process. Literature highlights the importance of SDL for lifelong learning. Yet, little understanding is known regarding how to support SDL at the school level, specifically for out-of-class learning context. To fill up this gap, this research developed a learning dashboard and integrated SDL process management in GOAL system. It was implemented to provide support for out-of-class online self-directed extensive reading (SDER) at a high school level. A two-group study conducted during a three-week spring vacation found the experimental group (Nâ€‰=â€‰35, with SDL support) achieved significantly more reading outcomes than the control group (Nâ€‰=â€‰12, without SDL support). Detailed GOAL interaction behavior analysis of the experimental group showed that viewing learning dashboard was significantly correlated with reading outcomes as well as interactions related to SDL process management. These findings highlights positive effect of SDL support in GOAL on students' out-of-class SDER outcomes as well as their SDL behaviors. The study provided implications for research



related to extensive reading and SDL support for out-of-class learning.

**Abdulrahman, S. A., & Kara, S. (2023). The effects of movie-enriched extensive reading on TOEFL IBT vocabulary expansion and TOEFL IBT speaking section score. Journal of Qualitative Research in Education, (33) . <https://doi.org/10.14689/enad.33.913>**

867--A wealth of research has been conducted to compare extensive and intensive reading thanks to their increasing popularity in educational settings globally. However, only a limited number of studies have been conducted to measure the effects of movie-enriched extensive reading activities. To this aim, the present study was undertaken to investigate the effects of movie enriched extensive reading on freshman students` TOEFL IBT vocabulary expansion and TOEFL IBT speaking section scores. In this regard, 40 students studying at an international private university in Erbil, Iraq was divided into two groups using a stratified random sampling method. Control group students (N=20) read and analyzed six graded readers by employing intensive reading, whereas experimental group students (N=20) actively participated in reading prominent novels and watching movie versions of them. A mixed methods design was employed to gather qualitative and quantitative data, respectively, so they were utilized to make better interpretations. Quantitative data were collected through 2 vocabulary and speaking exams related to TOEFL IBT as pre-test and post-test. Additionally, qualitative data were collected through interviews. Results of the independent samples t-test revealed that experimental group students` speaking and vocabulary scores increased significantly, whereas they were not significant enough in the control group. Moreover, students` attitudes towards reading novels and watching movies changed positively based on the interview transcripts. In light of the findings, this study may have some implications for researchers, educators, and authorities seeking opportunities to integrate extensive reading into the curriculum.

**Day, R. R., & Bamford, J. (2000). Reaching reluctant readers. English Teaching Forum, 38(3), 12-17.**

186--\*This article addresses the problem of how to encourage students to read extensively in an L2. The article begins with an explanation of what extensive reading is, the materials to be used, and the benefits that can be derived from incorporating extensive reading in L2 instruction. The authors also discuss such matters as selecting reading materials, considering the impact of culture on reading, orienting students to read extensively, integrating extensive reading into the curriculum, following up on students' reading, and role modeling by teachers.

**Raz, A. (2000, October). The extensive reading file: Let's be honest! English Teachers' Journal (Israel), 53, 96-98.**

256--\*To find out whether her students really read all the books in their extensive reading files, one English-as-a-foreign-language teacher in Israel developed a questionnaire that examined how much the students read, whether the reading file should remain as it is, and whether students enjoyed preparing the reading files. Overall, the results were positive.

**Von Sprecken, D., Kim J.Y. & Krashen, S. (2000). The Home Run Book: Can One Positive Reading Experience Create a Reader? California School Library Journal 23(2), 8-9.**

296--\*Jim Trelease has suggested that one positive reading experience, one "home run" book experience, may be enough to get a child interested in reading. To test this hypothesis, we asked 214 fourth graders (age 10) if there was one book or reading experience that interested them in reading. 53% of the sample said they had had a home run book experience. Students mentioned a wide variety of books, which suggests that we should expose children to many different kinds of books.

**Al Aghar, T., Demirci, H. C., Houjeir, R., McMinn, M., & Alzaabi, K. A. S. (2023). Investigating**

**Arabic teachers perceptions of extensive reading practices in higher education. Cogent Education, 10(1), 2162701. <https://doi.org/10.1080/2331186X.2022.2162701>**

862--This study investigated Arabic teachers' perceptions of the practice of extensive reading (ER) in the United Arab Emirates (UAE). The study was conducted as part of an interdisciplinary research project at one of the largest higher education institutions (HEIs) in the country. The project aimed to develop and launch an Arabic online reading tracking tool to mirror its successful English forerunner, the M-Reader. The present study aimed to use teachers' perceptions to proactively address any challenges regarding the support needed from HEIs before launching the tool. A total of 34 teachers of Arabic courses in an HEI responded to an online questionnaire, which explored the reasons for, methods and approaches used, and motivation techniques and difficulties associated with implementing ER. The results showed that the teachers were aware of the benefits associated with ER practice and its positive impact on language competency. They reported encountering difficulties, which included students' lack of interest and time for reading and their inability to read independently. Teachers also reported challenges in motivating students to read and in assessing ER practices, particularly when ER is a standalone course rather than a part of the curriculum. Based on the results, we offer practical suggestions that can benefit ER practitioners in HEIs. We conclude by offering a set of implications for the successful implementation of ER programs.

**Brierley, M. (2023). The potential of machine translation to provide texts for extensive reading. In P. Ferguson, B. Lacy, & R. Derrah (Eds.), Learning from Students, Educating Teachersâ€™ Research and Practice. JALT. <https://doi.org/10.37546/JALTPCP2022-30>**

990--Machine translation (MT) is part of a technological revolution that presents an existential threat to the language-teaching profession, creating challenges for language teachers who were at first amused at its mistakes and later confounded by students using it for written

assignments. It may now be neither possible nor helpful for teachers to try to stop students from using MT, and technologies that have emerged with it; instead teachers need to find reasons for students to continue studying the language, and ways that students can benefit from this technology, for example through considering how language proficiency is attained. Extensive reading (ER) is the practice of reading easy texts to gain language proficiency. Reading at an appropriate level is essential to lower the affective filter, maintain motivation of the learner and allow effective time in the target language for fluency to develop. However, most of the reading content that is immediately available to learners via the internet is above an appropriate level, and often well above a level at which students can read with any fluency. This review paper presents an overview of MT technology and language education and proposes how existing and emerging MT technology may be used to create reading material at appropriate levels for learners.

**Conaway, P. & Parsons, A. (2023). ER and reading targets: An investigation into teachers' choices and their rationales. *Journal of Extensive Reading*, 10 (3) 1-23.**

**<https://jalt-publications.org/content/index.php/jer/article/view/1176/115>**

895--Language teachers make many decisions in the course of their lessons, and those choices can be influenced by previous training, beliefs, or external pressures. The setting of reading targets and grading policies for extensive reading (ER) is one such choice. While there is both quantitative and qualitative research on teacher rationales in general education and language teaching in general, there has been little focus on extensive reading targets and grading. Examining such targets and how teachers have arrived at their decisions may assist new and future ER practitioners in setting reading targets for their own contexts. This study used a questionnaire to investigate the reading targets and grading policies, and the rationales for such choices of ER practitioners within Japan. After highlighting common practices discovered through the survey of 22 respondents, the paper continues to shine light

on the development of the rationales for those choices. Through thematic analysis of responses, the authors found five themes: Student-oriented, Practice-oriented, Socially-oriented, Contextually-oriented, and ER principle-oriented rationales. Based upon these findings the authors suggest ways in which teachers can develop extensive reading targets for their own contexts.

**Jacobs, G. M., Renandya, W. A., & Bamford, J. (1999). Annotated bibliography of works on extensive reading in a second language. *Reading in a Foreign Language*, 12, 381-388.**

172--\*This is the first part of a two-part print version of the bibliography, the on-line version of which you are now reading. It contains an introduction to the bibliography, the subject index, and two sample entries. Part two, to appear in the next issue of the journal, contains the full bibliography.

**Latha, R. H. (1999). A reading programme for elementary schools. *English Teaching Forum*, 37(4), 12-15, 20.**

175--\*This article describes an extensive reading programme used with underprivileged elementary school students in South Africa. Means of collecting reading materials and activities to use with them are described. Among the activities are: reading teams, poster displays, reciprocal teaching, and choral poems. Other features of the programme include parental involvement, reading/writing areas, a period of time in which everyone in the school reads silently, books given as prizes, and emphasis of critical literacy.

**Malgwi, G. J. (1999). Building a class library using local folktales. *English Teaching Forum*, 37(3), 31-32.**

177--\*This article describes how the lack of reading materials in Nigerian schools and the lack of a reading culture in students' homes is addressed by having students work in groups to tell

each other and then write out local folktales. To help students with their writing, they read other storybooks. Illustrations and book covers are added after the teacher has given feedback on the writing. These books become part of a class library and can be exchanged with other classes.

**Fan, H. (2023). Talking past each other: Chinese EFL Teachers' Understanding of Extensive Reading. *Journal of Extensive Reading*, 10(4).**

<https://jalt-publications.org/content/index.php/jer/article/download/1308/884>

884--Researchers have long been asking the question: Why aren't teachers doing Extensive Reading (ER)? A lack of knowledge on ER has been proposed as one of the reasons, but there is a scarcity of studies investigating teacher cognition in ER. Using quantitative questionnaires and qualitative interviews, this study examined attitudes and understanding of ER among a group of Chinese college professors. The results showed that these professors held a strong positive attitude toward ER. However, they looked down upon simplified readers, and regarded extensive reading as a means for linguistic study instead of a way for information or enjoyment. Because of these misconceptions, the ER in the mind of the participants resembled more Intensive Reading (IR) done by their students independently. The study revealed an urgent need for teachers in the Chinese EFL context to learn what ER really is and why it works.

Fan,

**Habib, F. & Watkins, P. (2023). Investigation of Attitudes and Barriers to Extensive Reading Project in Saudi Female English as a Foreign Language Preparatory Year Program Students and Teachers. *The Reading Matrix*, 23 (2)**

892--This study investigated the attitudes of Saudi female EFL students and teachers, and the barriers to the uptake of the extensive reading program at a preparatory year program in Saudi Arabia. In order to enhance the effectiveness of the extensive reading research, a mixed method research design was employed using an online questionnaire followed by semi-structured interviews in a Saudi university context. 111 Saudi female EFL students participated in the questionnaire. The quantitative result revealed positive attitudes toward extensive reading. It found that students understand the benefits and importance of reading extensively in the English language. In addition, interviews with six Saudi female EFL students and two Saudi female EFL teachers further demonstrated that students possess positive attitudes toward extensive reading programs supporting the quantitative findings. However, the qualitative interviews also highlighted the barriers to extensive reading related to the materials, students, teachers, program, and culture. Limitations, suggestions for the improvement of the existing extensive reading program at PYP, and recommendations for future research are also included.

**Hsu, W. (2023). Extensive reading through watching English-subtitled K-dramas. THAITESOL Journal, 36(1), 46-65. <https://so05.tci-thaijo.org/index.php/thaitesoljournal/article/view/266026>**

870--This research was inspired by the phenomenon of binge-watching Korean television drama series (K-dramas) among Taiwanese university students. K-drama fever may provide an impetus for sustained English-subtitled K-dramas viewing, which may serve as an alternative to extensive reading of graded readers that English teachers often encourage their students to do. The researcher compiled a corpus of 25+ million English-subtitled words from 240 different K-dramas, totaling 5,398 episodes and measured the vocabulary levels thereof along the BNC/COCA word-frequency scale. Results show that K-drama English subtitles reached the 2000â€“3500 word-family levels at 95% text coverage and extended to the

4000â€“5500 levels at 98% coverage subject to genres. EFL K-drama fans can encounter most of the first 5000 word families often enough for potential learning to occur through their continually watching up to 48 English-subtitled K-dramas. The results may serve as a reference for extensive reading practitioners and learners who are concerned with a certain vocabulary goal within the first 5000 word families.

**Khoiriyah, K., & Ilmi, A. F. (2023). Multimodal digital extensive reading program: A reflection on literacy movement in madrasah and pesantren. *Journal on English as a Foreign Language*, 13(1), 265-288.**

<https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/6059/2066>

964--Over the years, ample studies on diverse school literacy movements have been discussed. However, multimodal digital extensive reading (MDER) has not been fully incorporated into literacy programs in Islamic private school (madrasah) and Islamic boarding school (pesantren). This study attempts to investigate how digital literacy and reading literacy in the form of MDER program in madrasah and pesantren can be deployed to build strong reading habits. This study employed a qualitative case study design. It involved nine novice teacher participants from ten madrasahs and pesantrens, and one supervisor. The data were garnered from the participants' reflective journals, Focus Group Discussions (FGDs), documentation, and interview with the supervisor. The collected data were analyzed using thematic analysis. The results of this study showed three fundamental tenets of the MDER program in madrasah and pesantren, Indonesia: teachers' efforts, the sustainable collaboration between teachers and students, and a long-term partnership among school members and stakeholders. The result sheds light on how to build a reading habit and digital literacy in madrasah and pesantren. It also implicates the role of leaders' policy in achieving successful program implementation.



**Bamford, J., & Day, R. R. (1998). Teaching reading. Annual Review of Applied Linguistics, 18, 124-41.**

157--\*Four approaches to the teaching of second language (L2) reading are described (grammar-translation, comprehension questions/exercises, skills and strategies, and extensive reading) and their status in the reading classroom is examined, and important issues in L2 reading are then discussed, including word recognition, affective and sociocultural factors influencing reading, vocabulary development, general language learning, and reading outside the classroom.

**Barfield, A. W. (1998). Motivating reading fluency. W. In A. W. Barfield, (Ed.), University-based perspectives on English curriculum development(pp. 28-47). Tsukuba, Japan: University of Tsukuba, Foreign Language Center.**

158--This paper looks at how graded reader libraries can be used for first-year English reading classes as one important form of content-based learning. A basic rationale for graded reading is given, and a pilot extensive reading placement test is presented and reviewed. Various options are then set out for organizing a one-term term course of graded reading, before student feedback and wider questions of reading development are considered.

**Kim, H., & Ro, E. (2023). Additive extensive reading and syntactic development in second language writing: Analyses of syntactic complexity and sophistication in young EFL learnersâ€™ book reports. Journal of Second Language Writing, 61, 101040. <https://doi.org/10.1016/j.jslw.2023.101040>**

956--This study explores how input-driven activity through extensive reading leads to syntactic growth in young studentsâ€™ written production. Twenty-six young students learning English as a foreign language participated in extensive reading as an additional activity after school for a month (ER group), and their syntactic development was inspected by analyzing 14 syntactic

complexity and six syntactic sophistication indices in the students' book reports written preceding and following the reading activity. This group's performance in writing was compared with that of another group of students who did not participate in the reading activity (Comparison group). Results of analyses for syntactic complexity showed that the ER group significantly improved in the length of sentence, the number of clauses, the number of coordination, and the number of verb phrases. This group also improved in syntactic sophistication by using less frequent verbs and less frequent verb-construction combinations in writing after the reading activity. In contrast, the comparison group showed improvements only in the length of sentence. We discuss these findings and pedagogical implications in light of usage-based approaches to language learning.

**Konã©, K. (2023). Reading circles: Triggers for increased engagement of EFL learners in extensive reading. Teaching English as a Second Language Electronic Journal (TESL-EJ), 27 (3). <https://doi.org/10.55593/ej.27107a2>**

878--While reading circles have been utilized to promote extensive reading in many educational settings, studies on higher levels of reading engagement in under-researched, English-as-a-foreign-language contexts are still in their infancy. Therefore, the current study examines the factors that increase learners' levels of engagement in extensive reading tasks. I used learner diaries to collect data from 60 undergraduate students (ages 19-23) learning English as a foreign language in Mali. The findings suggested that cohesive groups with positive norms, behavioral changes during the task (e.g., investing an exceptional effort to achieve a significant learning goal, such as reading an entire story or a novel), and enjoyment after completing a reading task corresponded with these learners' high engagement levels in extensive reading. Although the findings of this study are specific to one group of language learners, they can still be applied to plan classroom interventions in other EFL contexts to promote learners' reading engagement.

**Kwarteng, A. H. (2023). Incidental vocabulary acquisition through watching movies with bimodal and standard subtitles: The case of L2 Swahili learners. *Journal for Language Teaching, 57(2)*, 5935-5935. <https://doi.org/10.56285/jltVol57iss2a5935>**

949--The aim of this study is to identify the level of vocabulary that can be acquired by second language (L2) Swahili learners after watching a single Swahili movie with either Swahili or English subtitles. Thirty L2 Swahili students of the University of Ghana, ranging in age from 18â€“30, were divided into two groups. The groups watched the same movie in Swahili with either bimodal (BM) or standard (STD) subtitling. Those in the bimodal group watched the movie with Swahili subtitles and those in the standard group watched the movie with English subtitles. English is the medium of instruction at the University of Ghana and the official language of Ghana. Participants were tested on vocabulary taken from the movie both before and after watching the movie. They took a pre-test before watching the movie, and a post-test right after watching it, and data were analysed using MS Excel. Results from the post-tests showed an increase in all participantsâ€™ vocabulary levels after watching the movie, with those in the standard group making statistically significant gains. The study suggests that watching a movie in L2 and visually seeing the subtitles in their first language (L1) has a greater effect on vocabulary acquisition than watching and seeing the subtitles in L2.

**Li, H., Majumdar, R., Chen, M. R. A., Yang, Y., & Ogata, H. (2023). Analysis of self-directed learning ability, reading outcomes, and personalized planning behavior for self-directed extensive reading. *Interactive Learning Environments, 31(6)*, 3613-3632.**

**<https://doi.org/10.1080/10494820.2021.1937660>**

957--Self-directed learning (SDL) ability, its usefulness in higher education and life-long learning have been highlighted in previous literature. However, there has been much less understanding of the effects of SDL ability in the school settings, specifically the effects on

learners' SDL behaviors and processes. To address this limitation, this study investigated the relations between SDL ability, SDL behaviors, and reading outcomes and further explored the process of planning behaviors in SDL. This study examined the context of SDL for extensive reading using a goal-oriented active learning system, GOAL. The results showed that the high SDL ability students demonstrated significantly more reading outcomes in terms of books completed and the number of days read than those with low SDL ability. The high SDL ability students engaged significantly more in planning behaviors, that were found to be significantly correlated with reading outcomes, than the low SDL ability students. Cluster analysis and transition analysis also differentiate groups of learners with different planning behaviors. These findings suggested that the learning behaviors and outcomes facilitated by the environment were affected to varying degrees by the levels of students' SDL ability, and personalized feedback can be created using the SDL behavioral variables and patterns in the environment.

**Cheah, Y.M. (1998). Nurturing the Singaporean reader. Reading, 32, 1, pp. 33-35.**

293--\*This article describes the efforts by the Singaporean Government at encouraging extensive reading for pleasure among the school children. It first describes what is known about the Singaporean reader. Then it discusses some of the Ministry of Education's initiatives to nurture the reading habit in students by describing some of the extensive reading programmes that have been introduced into schools.

**Ji, Y. (1998). Sandwich stories for Chinese children. IATEFL Newsletter, 142, 9-10.**

163--\*This article emphasizes the power of stories for promoting L2 acquisition, but points out that learners with low levels of proficiency in the L2 will have difficulty comprehending most available stories. Sandwich stories -- ones that combine L1 and L2 vocabulary -- are proposed as a solution for children ages five to seventeen learning English in China. The article

describes how to make and use sandwich stories, and how to design a sandwich story syllabus that fits students' developmental level, interests, and needs.

**Kramer, B. (2023). The Vocabulary of Extensive Reading: A Corpus Analysis of Graded Readers (Doctoral dissertation, Temple University).**

**<https://www.proquest.com/openview/fe987ad078a2cb897815fbdb6b5eb7ef/1?pq-origsite=gsc-holar&cbl=18750&diss=y>**

873--The importance of input on language learning cannot be overstated. One method of providing input to learners at a level that is appropriate for them is called extensive reading, in which learners read an abundance of texts. In practice, for learners of English as a second or foreign language, these texts are often books that have been written and classified into a particular difficulty level, called graded readers. Previous studies of the language in these texts have been limited in size and scope, often including books from a single publisher or series. However, if these books are meant to serve as the primary source of input for students in extensive reading programs, it is important to not only better understand the language in them, but to understand how the books within different series and made by different publishers compare with one another. Therefore, in this study I investigated the single- and multiword expressions present in graded readers for three purposes.

First, I wished to better understand the difficulty of the texts by analyzing the vocabulary within them and learning how much vocabulary knowledge is required to reach 95% and 98% lexical coverage thresholds. Second, I wished to investigate the multi-word expressions (MWE) present in graded readers to better understand what MWEs students are exposed to when reading these books. Third, I investigated how the use of MWEs differs between graded readers at each level of text difficulty, as defined by reading levels defined by the Extensive Reading Foundation (ERF). In order to address these problems, I utilized a large corpus of 1,872 graded readers containing 16,448,662 tokens. Using this corpus, I calculated the

coverage figures for all texts within each level to determine the vocabulary required to reach 95 and 98% levels of coverage. These coverage figures were calculated using two kinds of lists, frequency and difficulty-based, each meant to represent learner word knowledge. The frequency-based lists were the New General Service List (New GSL; Brezina & Gablasova, 2015), another list by the same name, which I refer to as the NGSL (Browne, 2014), and Nation's BNC/COCA list (2020) based on the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA). The difficulty-based list was the Scale of English Word KnowledgeXJapanese (SEWK-J), a word list designed to estimate vocabulary difficulty for Japanese learners of English (Mizumoto et al., 2021; Pinchbeck, 2019).

The results of the single-word analyses showed that graded readers start to become available at the minimum 95% threshold of known vocabulary of around the 1,700 rank in the lemma-based New GSL, the 1,250 rank for the lemma-based NGSL, and the first 1,000-word level for the level-6 word family-based BNC/COCA lists (based on the 25th percentiles for ERF level 1 using those lists). Studying beyond those ranks and levels should give students access to a wide range of graded readers, both at the 95% and 98% coverage thresholds, unless using the New GSL, which was much more limited in its ability to provide coverage. The median rank needed for sufficient coverage rises with each ERF level, no matter what list is used. There is also considerable overlap between levels, allowing learners to move between levels easily, as far as lexical requirements are concerned. These findings indicate that ERF levels incrementally guide learners towards more and more authentic language and texts. Similarly, the SEWK-J provides coverage of the majority of books, making it suitable for comparing a wide range of books together under the same framework. Differences between ERF levels in the SEWK-J ranks required to reach 95% and 98% were more or less noticeable than those for the pedagogically focused frequency-based lists.

Next, I investigated the degree to which publisher-declared headword counts are representative of the number of headwords in each graded reader. Using the headword ranges

provided by publishers tends to overestimate the number of word types needed for 95% coverage, except at the lowest ERF level. If 98% coverage is expected, then a general trend towards underestimation was found at the lowest ERF levels. Following up on these single-word analyses, I then investigated the MWEs within the graded reader corpus to produce a list of the most frequent MWEs, which I compared with a large comparison corpus, the COCA. These results indicated that graded readers are a good source of 2-, 3-, 4-, and 5-grams, with more occurring in graded readers than the COCA.

Next, I examined the degree to which the most useful MWEs were included, defined as being MWEs in the Phrasal Expressions List (PHRASE) (Martinez & Schmitt, 2012) list and Phrasal Verbs Pedagogical List (PHaVE) (Garnier & Schmitt, 2015). Graded readers tended to include the most pedagogically important MWEs and phrasal verbs at all ERF levels. Those PHRASE and PHaVE list items that were most common in the large reference corpora used in their creation were also found to be most common in the GRC, suggesting that graded readers are a good source of comprehensible input using these forms.

Finally, using studies of L2 speaking and writing at different levels of proficiency as a guide (Siyanova-Chanturia & Spina, 2020; Tavakoli & Uchihara, 2020), I conducted an exploratory investigation into whether MWE usage in graded readers follows similar trajectories as graded reader difficulty levels increase. It was found that 2-grams that are infrequent and strongly associated in unsimplified text tend to become more common as ERF levels increase.

**Stokes, J., Krashen, S., & Kartchner, J. (1998). Factors in the acquisition of the present subjunctive in Spanish: The role of reading and study. *I.T.L. Review of Applied Linguistics*, 121-122, 19-25.**

168--University level students of Spanish were tested on their (acquired) competence in the subjunctive. Free reading in Spanish was a significant predictor of subjunctive competence, but length of residence in a Spanish-speaking country, formal study, and specific study of the

subjunctive were not significant predictors. These results are consistent with previous research on free reading in English as a first and second language.

**Tomlinson, B. (1998). Letter to the editor. *Reading in a Foreign Language*, 12, 299.**

169--\*This letter comments on two previous articles in the same journal. Two of the points that the letter makes are: (1) the relatively frequent encounters with vocabulary items that can occur in extensive reading may make the items more readily acquired without the use of explicit vocabulary instruction; (2) instead of replacing difficult vocabulary items in order to make extensive reading materials more comprehensible, an alternative would be to use repetition of these items. The author also comments on the design of research on extensive reading.

**Machfudi, M. I., & Ferdiansyah, S. (2023). A tale from extensive readers in an online extensive reading classroom. *Qualitative Research Journal*, 23(4), 420-426.**

**<https://doi.org/10.1108/QRJ-01-2023-0010>**

961--PurposeWhile extensive reading has been widely implemented in face-to-face settings, few studies have examined how extensive reading in online classrooms is enacted. The present study aims to explore students' voice in online extensive reading classrooms.Design/methodology/approachThis brief report is part of classroom action research. It involved 3 undergraduate students majoring in English education who undertook extensive reading course during the COVID-19 pandemic. The participants documented their reading experience through digital storytelling (DST) at the end of the semester. Data from the DST were collected and analyzed using thematic analysis with narrative approach.FindingsThe story began with the recollection of the participants' memories in the past when they studied English. It then moved to students expressing meeting the intersection between challenges and opportunities when becoming an extensive reader. The digital story ended with a reflection



on the action of the participants when engaged in extensive reading and its learning tasks. The present research suggests that extensive reading teachers should involve students in meaningful but flexible online activities to develop reading habit and interest, particularly during the COVID-19 pandemic. Originality/value Ample studies have investigated how students experience extensive reading class situated in either online or offline setting. However, few studies have explored students' voices when they have to do extensive reading online during university closure due to COVID-19 pandemic. In addition, this study investigates students' voice from DST as a data collection technique.

**Mikami, H., & Shiozawa, T. (2023). Cheating in extensive reading: Myth or reality?. SAGE Open, 13(2), 21582440231168809. <https://doi.org/10.1177/215824402311688>**

954--This study addresses the question of whether the use of problematic strategies is a threat to the effectiveness of a specific form of extensive reading. Extensive reading has been considered an effective way to receive comprehensible input in second language learning, and its benefits on the development of second language reading skills have been well documented. Meanwhile, it is also common that extensive reading is implemented as a part of existing language courses. In such courses, learners' performance on comprehension tasks could affect their course grades. A potential concern here is that problematic strategies, including cheating, are employed to increase task performance. Interview and questionnaire surveys were conducted in the English department of a Japanese university, where active efforts are made to realize principle-based extensive reading, and extensive reading performance (i.e., the amount of reading) affects students' course grades. While there were large individual and group differences in the students' behavior, the results provide evidence that the use of problematic strategies is a real threat to the effectiveness of extensive reading. Based on our observations, we also propose some possible ways of promoting positive engagement with extensive reading.

**Nakano, T. (2023). Exploring the Possibility of Incidental Grammar Learning through Extensive Reading: Effectiveness of Form-Focused Japanese Graded Readers. The Reading Matrix 23 (2) 1-12. <https://www.readingmatrix.com/files/31-eoaa50ms.pdf>**

893--For elementary learners of Japanese, one of the main difficulties in reading is to distinguish words written in kana. This paper reports on a survey of elementary level learners with two different levels of proficiency to investigate the effectiveness of Japanese graded readers with parts of speech color-coded to distinguish nouns, verbs, adjectives, and adverbs. Compared to those who read normal texts, the participants who used this form-focused text tended to obtain higher scores in the post-tests which tested word recognition, function word recognition, and the relationship between modifiers and modified words. In addition, based on the recording of reading activities, form-focused text readers tended to read faster than their counterparts.

**Nurjannah, N., Nurhadi, K., & Tambunan, A. R. S. (2023). Assessing student empowerment in mobile-assisted extensive reading in a university setting. The Qualitative Report, 28(6), 1680-1693. <https://doi.org/10.46743/2160-3715/2023.5965>**

960--Mobile-assisted language learning and its impact on students' learning outcomes have been examined as one of the attractive methods in English extensive reading (ER). Yet, studies investigating mobile-assisted extensive reading on students' empowerment are scarcely reported. Grounded in a learning empowerment scale, this research aimed to assess students' empowerment toward the enactment of mobile-assisted extensive reading in a private university in Indonesia. This case study involved students (n= 27) from the Department of English Education at the university. All participants were voluntarily recruited according to the research protocol assigned by the department. All data were garnered from closed-ended questionnaires, reflective journal writing, and semi-structured interviews to get an in-depth analysis of university students' lived experiences in extensive online reading. The findings

revealed how the students felt empowered during their mobile learning engagement. The present study also demonstrates how self-driven reading tasks have engaged students in sharing information and values during the reading report tasks. Further, it was found that students' self-regulated learning was supported through students' reading motivation and self-reflection, including satisfaction and impact. Pedagogically, this study implied that teacher educators need to consider a wide range of topics and materials related to the second essential principle ER. Therefore, for a successful extensive reading program to happen, the teacher educators should provide a continued reading schedule and incorporate it into classroom reading practice.

**Constantino, R., Lee, S. Y., Cho, K. S., & Krashen, S. (1997). Free voluntary reading as a predictor of TOEFL scores. *Applied Language Learning*, 8(1), 111-118.**

134--Forty-three international university students, currently living in the United States, filled out a questionnaire probing years of English study, length of residence (LOR) in the US, free reading habits in the first and second language, and TV watching. Despite the fact that subjects reported little reading in English, this variable was a significant predictor of TOEFL test performance. In addition, English study in the home country and length of residence in the US were also related to TOEFL scores.

**Rizal, D., & Zulaefa, R. F. (2023). EFL teacher experiences in developing writing proficiency for scientific journal publication through extensive reading. *Ta'dib*, 26(1), 157-170.**

**<https://ejournal.uinmybatusangkar.ac.id/ojs/index.php/takdib/article/view/8809/3408>**

965--This research investigated how EFL teachers become more engaged with extensive reading when developing their writing proficiency. This research used a narrative inquiry method to collect data on individuals who have and have not engaged in extensive reading. An initial questionnaire was sent to EFL teachers through Google-form. Fifteen EFL high school

teachers responded to the questionnaire, most female and 33 years old. Afterward, one chosen EFL teacher was interviewed to discuss how they use extensive reading to improve their writing skills. The results found that the keys to improving scientific article writing as a hobby are that English teachers read articles from various sources to gain more information and understand different perspectives. Besides, they set a reading target of 15 minutes per day for them, leading to 20 books per year, or at least they can start practicing extensive reading since university. Also, reading fairytales, comics, folktales, magazines, novels, and short stories as extensive reading materials could increase their writing proficiency. In brief, extensive reading improves vocabulary mastery, reading fluency, and English proficiency, helping teachers better convey ideas and thoughts through written language. The implication was also discussed here.

**Ro, E. (2023). Topicalization as a practice for facilitating L2 discussion in video-mediated extensive reading book club meetings. *System*, 113, 102996.**

**<https://doi.org/10.1016/j.system.2023.102996>**

863--Conversation analytic work on video-mediated interaction is already well-established, but how teaching is done online remains relatively underresearched. This paper aims to expand our understanding of effective teaching practices in online contexts by examining interactions in an extensive reading (ER) book club implemented via the online videoconferencing tool Zoom at a university in South Korea. The book club met once a week for 10 weeks as an extracurricular program of the university with the goal of creating opportunities for students to read and practice speaking in English as a second language (L2). The study focuses on the book club facilitator's topicalization as a practice for facilitating L2 discussion. By using multimodal conversation analysis, the study shows how the facilitator topicalizes a specific part of a primary speaker's book talk and makes use of that topicalized part of the talk to facilitate discussion. The findings contribute to a growing body of research on L2 teaching in general,

and teachers' practices of managing participation in video-mediated teaching contexts specifically. The study also offers pedagogical implications for facilitating L2 discussion online.Â

**Sakurai, N. (2023). Potential influence of extensive reading on controlled productive vocabulary. *Language Teaching Research*, 0(0). <https://doi.org/10.1177/13621688231171267>**

908--This study explored a possible impact of extensive reading (ER) on vocabulary learning. Participants were 62 English majors who entered a private university in Japan in April 2019 and experienced ER for 13 months. They took the Productive Vocabulary Levels Test at the 2,000-word level 3 times: in April, December and May 2020. The outcomes of paired t-tests with Bonferroni correction revealed that participants achieved higher scores on the 2nd test, but their performance deteriorated on the final test. The model yielded by multiple regression analysis was comprised of the number of series participants read books from and the average percentage grade of MReader quizzes they passed, whose contribution to the post test scores was 14.1%. Follow-up tests were run between 12 students who retained or improved their scores on the delayed test and those who did not. It was found that these 12 participants read more constantly during the spring vacation. They also read more books from one graded reader series and books with fewer than 2,000 words, but read fewer 4,000-to-4,999-word-long books from April to December.

**Serrano, R. (2023). Extensive reading and science vocabulary learning in L2: comparing reading-only and reading-while-listening. *Education Sciences*, 13(5), 493.**

**<https://doi.org/10.3390/educsci13050493>**

963--This paper presents a study analyzing second language vocabulary gains after an extensive reading program that included non-fiction graded readers of scientific content in English. The study was conducted in a Spanish primary school (N = 96) and implemented in

two different modalities: reading-only and reading-while-listening, which included audiobooks. The study lasted one school year and involved 39 science graded readers, making it unique in its duration and scope. The findings indicate that the practice of extensive reading resulted in notable improvements in vocabulary acquisition during the first half of the school year; however, the advantages were less evident in the second half. Different factors intrinsic to the program but also related to students' motivation will be discussed in order to explain the findings.

**Dupuy, B. (1997). Literature Circles: An alternative framework for increasing intermediate FL students' comprehension of texts in the target language. *Mosaic*, 5(1) 13-16.**

136--Looking for a way to bring students to read voluntarily in their second language and enjoy it? This article discusses a reading approach through which students are exposed to many books which they self-select and discuss in their literature circles, and reports the reactions of 49 French students towards this approach.

**Dupuy, B., & McQuillan, J. (1997). Handcrafted books: Check this out! *Canadian Modern Language Review*, 53, 743-747.**

266--\*This article describes how 3rd-semester students of French as a Second Language at a U.S. university wrote and illustrated their own books for extensive reading. These stories could be original or retellings. Students were advised not to use dictionaries in order that the texts they created would not be too difficult for their peers. These books were organized into a library.

**Hill, D. R. (1997b). Graded readers. *ELT Journal*, 51, 57-79.**

140--\*This survey brings up-to-date and expands on previous surveys of graded readers in 1988, 1989, and 1993 by Hill and Reid Thomas.

**Sowter, A. (2023). A Tale of Two Extensive Reading Systems: XReading versus the Campus Library with MReader. Journal of Extensive Reading, 10 (2).**

**<https://jalt-publications.org/content/index.php/jer/issue/view/13>**

896--The existing extensive reading program at the author's university uses a collection of graded readers held in the campus library and the online MReader platform to calculate the number of words each student reads. In 2018, student surveys were conducted to investigate the existing extensive reading program's effectiveness and to determine if the online XReading LMS would be a better alternative. The results indicate that although most students preferred XReading because of its convenience, other student responses were considered equally important in the final selection of which extensive reading system to use. The students' responses also highlighted a problem with many students cheating the system and offered solutions to reduce this problem. Other students' responses provided insight into how much extensive reading students complete, where they complete it, what devices they use for the digital version. This report will describe all these issues and their implications for the extensive reading program going forward.

**Sun, X. (2023) Scaffolded extensive reading: a case study of an extensive reading programme in China. International Journal of Primary, Elementary and Early Years Education 52 (5), 678-689. <https://doi.org/10.1080/03004279.2022.2119092>**

999--With the aim of investigating effective approaches to extensive reading (ER) implementation, this study examines a reading programme carried out in an EFL classroom in China. Data were collected from two interviews with the teacher participant, teacher's reflective journal, student survey (n=59), student focus group interview (n=5) and various documents related to the reading programme. Findings of the study indicate that teacher scaffolding, embodied in the roles of motivator, strategy guide and monitor, is essential for students' sustained pleasure reading. In light of this, scaffolded

extensive reading (SER) is put forward to denote a student-centred and teacher-facilitated reading approach.

**Sun, X. (2023). Differentiated instruction in L2 teaching: two extensive reading programmes conducted during COVID-19 pandemic. *Innovation in Language Learning and Teaching*, 17(2), 177-190. <https://doi.org/10.1080/17501229.2021.1979985>**

871--Purpose

This study investigates two extensive reading (ER) programmes carried out in a secondary school in Beijing during the COVID-19 pandemic, with the aim of analysing how differentiated instruction (DI) is reflected in the ER implementation and how this forced online learning informs foreign/second language (L2) pedagogy in relation to ER and DI.

Design/methodology/approach

Adopting an exploratory case study approach, the study collected data from multiple sources: interview with six students and two teachers; questionnaire survey (N = 74); teachers' reflective journal; documents related to the two reading programmes. Data collection lasted for a semester (six months). Thematic analysis was used to code and interpret data.

**Tabata-Sandom, M., Banno, E., & Watanabe, T. (2023). The integrated effects of extensive reading and speed reading on L2 Japanese learners. <https://jalt-publications.org/content/index.php/jer/article/view/1206>**

865--This study seeks to fill a void in the current body of research on extensive reading by investigating the integrated effects of extensive reading and speed reading on L2 reading fluency. It examined the effects of an extensive reading program that included speed reading trainings and found that the reading rates of the participating L2 Japanese learners (N = 11) increased statistically significantly over two academic terms when analysed by three methods.



The participants' reading rate gains occurred without the expense of comprehension and when speed reading trainings were given only once a week. This study has proved that Nation and Waring's advice that extensive reading programs should ideally have a targeted speed-reading component was sound, and if followed, positively impacts learners' reading fluency.

**Krashen, S. (1997). The comprehension hypothesis: Recent evidence. English Teachers' Journal (Israel), 51, 17-29.**

144--\*In this paper I survey some of the work published in the past few years that deals with the Comprehension Hypothesis. This work is from several areas: literacy development, second language acquisition and foreign language acquisition and it confirms Goodman's claim that the development of language and literacy operate in much the same way.

**Mason, B., & Krashen, S. (1997). Can extensive reading help unmotivated students of EFL improve? I.T.L. Review of Applied Linguistics, 117-118, 79-84.**

145--University level students of English as a Foreign Language in Japan, enrolled in a special class for students who had failed English, did a semester of extensive reading in place of the traditional curriculum. Their gains in reading comprehension were significantly greater than a comparison group of traditionally taught regular students, and they clearly enjoyed the class.

**Toh, G., & Raja, M. (1997). ELT materials: Some perceptions on the question of cultural relevance. Guidelines, 19(2), 45-72.**

151--\*This article begins with a discussion of the need to make English language teaching materials relevant to the cultures of L2 students. A project is described in which such materials were written for an extensive reading programme for students in a rural secondary school in Malaysia. To capture students' attention, the stories were kept to 150-200 words, a large font was used, and illustrations were included. Twenty-one of the stories are included.

**Yamanaka, J. (1997). Extensive reading programs: One successful case. Trident Kiyo, 5, 110-128.**

155--It has been ten years since Trident School of Languages [Japan] started incorporating extensive reading into the reading program, where it has been a critical element in our reading curriculum. This paper explains why extensive reading is important for improving students' reading ability, how we integrate it into our reading program, how effective it has been, and problems and difficulties yet to [be] overcome.

**Teng, M. F. (2023). Online extensive reading in EAP courses: Expanding on Zhou and Day's 2021 "Online extensive reading in EAP courses". Reading in a Foreign Language, 35(2), 293-300.**

**<https://scholarspace.manoa.hawaii.edu/bitstreams/91972627-89d1-4afd-a29e-6e1362762381/download>**

883--This article suggests that online extensive reading (ER) has a beneficial effect on English for Academic Purposes (EAP) learners' reading attitudes, as well as language proficiency, including improvement in reading rates, vocabulary acquisition, and grammatical knowledge, in light of findings by Zhou and Day (2021) and others. Nonetheless, there are challenges associated with online ER in fostering the development of reading habits among EAP learners. The current article represents a thought experiment that turns over these challenges and considers answers. These challenges may be attributed to the nature of reading habits, the online ER environment, and hindrances posed by assessment practices of teacher educators' comprehension of ER. The article proposes that administrators aiming to implement successful ER programs should take into account several key considerations. These include adopting a top-down approach, seeking recognition and support from various stakeholders, incorporating diverse reading materials, shifting away from an exam-oriented atmosphere, providing opportunities for professional development, ensuring access to

professional resources, and fostering a cultural shift that values online ER.

**Tsang, A., & Fung, D. (2023). Compulsory versus voluntary extensive reading: Investigating English learners' perceptions, proficiency and school banding. *The Curriculum Journal*.  
<https://doi.org/10.1002/curj.218>**

962--Reading is a core element in language education. Despite extensive research in second/foreign language (L2/FL) reading, relatively little is known about the differences between two common practices: Compulsory reading (i.e. reading assigned by teachers) and voluntary reading (i.e. self-initiated reading). This article reports two related quantitative studies (n=124; n=498) investigating learners' out-of-class compulsory and voluntary English-as-a-foreign-language (EFL) story reading frequencies in Hong Kong. Learners' perceptions, EFL proficiency and school banding were analysed in relation to reading frequencies. It was found that the frequencies of engaging in both kinds of reading were very low. Reading frequencies and favourability towards story reading were found to be mildly to moderately correlated with proficiency. Among these variables, however, only voluntary reading significantly predicted proficiency. Students who were academically more competent showed greater favourability while those in the middle school banding reported a higher frequency of reading. The findings are discussed and implications are drawn.

**Tsuda, K., Muramatsu, N., Renandya, W. A., & Jacobs, G. M. (2023). Combining extensive reading while listening (ERWL) with cooperative learning. *JOALL (Journal of Applied Linguistics and Literature)*, 8 (1), 125-145. <https://doi.org/10.33369/joall.v8i1.26128>**

866--In this teaching-oriented project, we propose an extensive reading while listening (ERWL) program in which cooperative learning (CL) tasks are also implemented. We believe that by implementing ERWL combined with CL tasks, teachers can invite their learners to improve all four language skills while simultaneously enhancing their motivation for ERWL. We will first

explain the benefits of ERWL and CL for second language (L2) learners and then the rationale for combining these two learning methods. Next, we will present CL tasks designed for students to improve all four language skills while doing ERWL.

**Virgiyanti, D. F., & Mahdiyah, A. N. F. (2023). The implementation of extensive reading to foster students' reading skills. Journal of Research on Language Education, 4(1), 15-20. <https://doi.org/10.33365/jorle.v4i1.2544>**

864--This paper aims to review some previous studies and theories related to the effect of extensive reading to boost students' reading ability. Moreover, good reading ability is an important skill that should be mastered by students. It is used to enhance students' knowledge and reading ability. However, students facing several difficulties in upgrading their reading skill, such as limited time to read, uninteresting reading materials given in the classroom, and unsupportive reading environment. Thus, this condition made students to have low reading ability. Extensive reading is chosen as a method to overcome students' reading problems and difficulties. It is implemented by asking students to read as much as possible what they like outside the classroom. The purpose of this activity is to create supportive reading atmosphere for students. Furthermore, this paper will describe students' difficulties in reading, the definition of extensive reading, and the advantages of implementing extensive reading in teaching reading. Extensive reading is also proven by some experts as an effective method to assist students reading challenges.

**Zhang, Z. (1997). Intensive reading: Getting your students to see the forest as well as the trees. English Teaching Forum, 35(1). Available online at <http://exchanges.state.gov/forum/vols/vol35/no1/p40.htm>**

251--\*Discusses two compulsory reading courses offered simultaneously for English language majors in China: Intensive reading (IR) and extensive reading (ER). Discusses how the role of

IR has been challenged over the last two decades. Suggests that IR is still a valuable approach but that teachers need to revise their methods and procedures.

**DiMarzio, D. M., & Coustan, T. (1996). The book bag project for emerging literacy. TESOL Journal, 5(4), 36-38.**

111--\* This article describes a technique for increasing literacy skills of L2 children and their families. Teachers put together book bags, each of which contained a story appropriate to the children's reading level, a toy that matched the story, and a blank journal with a question related to story written on the opening page. Children took the bags home to read the book with their family, play with the toy, and write in the journal. The bags circulated among the class, with each new borrower adding an entry to the journal.

**Douglas, C. B. (1996). Helping students create their own stories. TESOL Journal, 5(4), 39.**

112--\* This article describes how students first read one or two myths and legends before working in groups to write stories, legends, and myths either from their own culture or which they had invented. These texts then were shared with fellow students.

**Yerukneh, Y., Olana, T., & Zewdie, M. (2023). Enhancing learners' EFL writing performance through extensive reading strategy training into the writing process. Education Research International, 2023. <https://doi.org/10.1155/2023/8940114>**

959--It is logical to anticipate that teaching one will lead to the student's proficiency in the other because the reading and writing processes are correlated and, in many cases, combined. The goal was to find out how extended reading strategy training (ERST) affected first-year undergraduate students' writing abilities. Thirty-one of the 61 undergraduate participants from Wollega University were placed in the control group and 30 were placed in the experimental group. Interviews and tests on the ability to write paragraphs were used to

gather the data over the course of 10 weeks. The following criteria were evaluated: the capacity to handle the specified issue, well-developed thoughts, well-organised concepts, acceptable transitions, unity, coherence, syntactic diversity, and idiomaticity with few lexical or grammatical faults. The interview data were evaluated thematically, while the quantitative results were primarily studied using analysis of covariance. The results show that ERST significantly improves the writing abilities of the students. This outcome is consistent with past research that showed extensive reading to be helpful in enhancing students' writing abilities and offers valuable information on the significance of including the ERST programme into the writing process in writing courses.

**Yerukneh, Y., Olana, T., & Zewdie, M. (2023). The effects of extensive reading strategy training on enhancing first year undergraduate EFL learners' level of autonomy. *Theory and Practice in Language Studies*, 13(5), 1087-1095. <https://doi.org/10.17507/tpls.1305.01>**

958--To better understand how extensive reading strategy training (ERST) affects the degree of learner autonomy (LA) in an EFL university setting, a mixed-method experimental study was conducted. The study's participants were split into two groups at random: experimental and control. While individuals who took part in the experimental group received ERST treatment, those who took part in the control group merely received conventional instruction. Data from both groups were gathered using pre-and post-intervention questionnaires, and an analysis of covariance (ANCOVA) was used to determine whether group variations in the degree of LA were caused by the ERST therapy. The experimental group also received a post-intervention questionnaire on views toward ERST, and descriptive statistics were used to examine the findings. Additionally, a thematic analysis was done on the information gathered through teacher-trainer interviews regarding how the treatment affected the students' attitudes and degree of autonomy. Results demonstrated that as compared to the control group, participants in the ERST treatment considerably increased their level of autonomy. Additionally, the

experimental group ultimately displayed a very positive attitude regarding the therapy. In general, the study's findings showed that encouraging autonomy through ERST led to successful outcomes in the development of autonomous English language learners. To assist students to become lifelong autonomous learners, EFL teachers are expected to provide training on extensive reading strategies (ERS) by integrating them with communicative language courses.

**Zhou, J., & Day, R. R. (2023). Establishing an extensive reading program in a Chinese as a Foreign Language context. *Reading in a Foreign Language*, 35(2), 222-246. 10125/67448**

882--Extensive reading (ER) has been widely practiced in teaching English as a foreign or second language contexts. However, reports on how ER was practiced in Chinese as a foreign or second language (L2) contexts are not commonly seen. This study reports how an ER program was established in a liberal arts college in the USA, and how ER affected L2 Chinese readers' reading attitudes. The study also examined L2 Chinese learners' perceptions of language abilities improved through ER, and their enjoyment of ER activities. Data were collected over thirteen weeks through pre-and post-reading attitude surveys, weekly ER activities, and the end of the semester reflections. The findings suggest ER significantly improved L2 Chinese readers' confidence in reading Chinese and devotion to learning Chinese. Some students also perceived that ER improved their reading fluency, reading comprehension, vocabulary, grammar, character recognition, writing, speaking, and listening skills.

**Kita, B., Eshel, M., Marom, A, Mazor, E., & Kornfeld, G.. (1996, April). Reading aloud to students: Effects on reading comprehension and pleasure. *English Teachers' Journal*, 49, 23-25.**

262--\*This article reports a pilot study of the effects of reading aloud by teachers involving an

unspecified number of sixth grade students of English as a Foreign Language in Israel. The researchers report an interaction between socio-economic status and variables related to reading, with pupils from a low socio-economic background showing significant increases in reading comprehension and reading for pleasure after being read aloud to by their teachers. The researchers state that a larger study was being concluded.

**Lee, S.-Y., & Krashen, S. (1996). Free voluntary reading and writing competence in Taiwanese high school students. *Perceptual and Motor Skills*, 83(2), 687-690.**

268--\*A positive but very modest relationship was found between measures of free voluntary reading and a measure of writing ability for 318 high school students in Taiwan.

**Lee, Y. O., Krashen, S., & Gribbons, B. (1996). The effect of reading on the acquisition of English relative clauses. *I.T.L. Review of Applied Linguistics*, 113-114, 263-273.**

115-- 49 adult acquirers of English as a second language took two tests probing restrictive relative clause competence. The amount of reported pleasure reading done by subjects were the only significant predictor of both measures. Neither years of formal study nor length of residence in the United States was a significant predictor. These results are consistent with the input hypothesis.

**Raemer, A. (1996, April). Literature review: Extensive reading in the EFL classroom. *English Teachers' Journal (Israel)*, 49, 29-31.**

120--\* Focuses on the merit of extensive reading in English as a tool for advancing the reading comprehension of non-English-speaking students. The article emphasizes that students who read more will eventually surpass their classmates who have not developed the reading habit.

**Zulfariati, Z. (2023). Promoting EFL students entrepreneurship enthusiasm: Using**



**project-based learning in extensive reading activities. ELP (Journal of English Language Pedagogy), 8 (1), 151-167. <https://doi.org/10.36665/elp.v8i1.755>**

868--This article discusses how Extensive Reading (ER) activities promote English as a Foreign Language (EFL) college students' entrepreneurship enthusiasm by giving the chance to the individual student to select the topic to be read based on the most interesting one in his/her life. As ER is defined as pleasure reading, most of the previous research reports promoting ER activities for EFL students deal mostly with reading literary texts. For EFL college students, however, ER should not focus on reading literary texts, but also on the academic and popular ones. They need to be able to read a wide range of academic and popular texts for school task demands and for their prospective work purpose. They should be encouraged to read other types of texts other than literary one

**Aliyar, M., & Peters, E. (2022). Incidental acquisition of Italian words from comic books.**

**Reading in a Foreign Language, 34(2), 349–377. <https://nflrc.hawaii.edu/rfl/item/557>**

919--Despite empirical evidence from research showing that the use of text-picture combination is beneficial for second language (L2) learning, little is known about the effectiveness of reading comic books for incidental vocabulary acquisition. This study investigated the effects of engaging with comic books on incidental learning of L2 Italian vocabulary. Using a pretest-posttest design, we collected data from 35 Iranian learners of Italian as a foreign language, 25 of whom read and then read while listening to four comic books in a four-week period. Additionally, after reading each book, students completed two follow-up meaning-focused activities focusing on learners' unprompted use of vocabulary. The results revealed that engaging with comic books was beneficial for incidental vocabulary acquisition. The findings suggest that comics are a valuable and effective source of language learning, and their inclusion in L2 teaching and learning can be particularly advantageous to L2 learners, including novice learners.

**Arai, Y. (2022). Exploring perceived difficulty of graded reader texts. *Reading in a Foreign Language*, 34(2), 249–270. <https://nflrc.hawaii.edu/rfl/item/563>**

920--Although proponents of extensive reading (ER) have recommended easy reading material, book difficulty has been poorly defined and operationalized in previous studies. The present study argues for the use of perceived text difficulty for operationalizing book difficulty based on empirical findings (Holster et al., 2017), reading purposes in ER, and the importance of readers's perspectives. A total of 162 Japanese English-as-a-foreign-language university students rated the difficulty of 15 texts excerpted from graded readers (GRs). The data were analyzed by conducting a many-facet Rasch analysis (Linacre, 1989; Rasch, 1960/1980), where a rating scale model (Andrich, 1978) was tested with persons, texts, and graded readers's levels as the facets of measurement. The results revealed that perceived text difficulty could not replicate the stated difficulty level provided by the GR publisher, reinforcing the necessity of examining perceived text difficulty in ER research and practice in the second and foreign language classroom.

**Fujii, K. (2022). Practice and Effect of Extensive Reading Marathon at a Japanese Engineering University: Teacher-Student Collaboration for Autonomous Reading. *The English Teacher*, 51(1), 26-37. <https://doi.org/10.52696/LPGE8756>**

1015--This paper discusses a learning project that aims to foster students's autonomous English learning, called the Extensive Reading Marathon (ERM). The project establishes extensive reading (ER) as a foundation to encourage students to learn English outside the classroom through teacher-student collaboration. ER was adopted as part of the author's English class, and an English reading circle was created for students who wished to practice ER outside the classroom, under the initiative of student leaders. Thus, ERM is a practice that links teacher-led in-class ER to student-led out-of class ER to form autonomous English learning habits for Japanese EFL students. A total of 173 Japanese engineering university

students participated in the in-class ER, and 521 students participated in the out-of-class reading circle during the nine months of the project. Despite some issues in fostering autonomous learning habits for all students, this collaborative initiative was effective in promoting autonomous English learning; specifically, there was an increase in average reading amount compared to the previous year, and four students met the goal of 300,000-words ER, which had not been achieved in the previous year.

**Rodriguez-Trujillo, N. (1996). Promoting independent reading: Venezuelan and Columbian experience. In V. Greaney (Ed.), Promoting reading in developing countries (pp. 109-129). Newark, DE: International Reading Association.**

457--Nelson Rodriguez-Trujillo discusses specific independent reading programs in Venezuela and Colombia. Evaluations of these programs focus on their impact on reading achievement and highlight the importance of teacher training, the need for access to a wide variety of reading materials, and the need for strong financial and administrative support.

**Rowe, L. (1996). Let the children Read: Early extensive exposure to reading using a school library. The Language Teacher, 20(5), 23-27, 45.**

275--\*This article describes the rationale, origins, and transformation of an L2 extensive reading program designed for elementary school students at a private language school in Japan.

**Shemesh, R. (1996, April). Library books for the non-reader. English Teachers' Journal (Israel), 49, 33-34.**

122--\* Discusses an extensive reading program in English that uses a talking book library to assist and motivate students with limited reading abilities to participate in enjoying works of literature in English.

**Shlayer, J. (1996, April). Extensive reading. English Teachers' Journal (Israel), 49, 32-33.**

123--\*Discusses an extensive reading program in English designed to improve the reading achievement of junior high school students in an Israeli school. Results of the program indicate that many of the students are readers in English by the time they graduate.

**Green, C. (2022). Extensive reading for a 9,000-word vocabulary: evidence from corpus modeling. Reading in a Foreign Language, 34(2), 232-248. <https://nflrc.hawaii.edu/rfl/item/555>**

918--This paper contributes to a research program within extensive reading (ER) and Reading in a Foreign Language using corpora to simulate ER input to develop vocabulary through incidental learning to 9,000 words. This helps researchers/teachers evaluate ER. If corpora indicate no "pathway"™ from smaller to larger vocabulary sizes through authentic ER input, with vocabulary recurrence rates sufficient for incidental learning, then graded readers or other pedagogy appear essential. Studies offer different conclusions due to modeling issues. This study replicates previous research on a larger corpus of general fiction, with improved modeling. For every vocabulary size, a substantial amount of comprehensible fiction is found, with enough repetition of vocabulary from subsequent levels that pathways from smaller to larger vocabulary sizes are possible without graded readers. Prior estimates of approximately 3 years to acquire 9,000 words at 1 hour a day are underestimates, with modeling indicating 2 hours a day would be required.

**Iwata, A. (2022). An extensive reading program as an educational intervention in an EFL classroom. Reading in a Foreign Language, 34(2), 208-231. <https://nflrc.hawaii.edu/rfl/item/565>**

917--This study aims to investigate the influence of an English as a foreign language college extensive reading program on different types of motivation to study English within the

framework of Self-Determination Theory in order to identify and clarify students' motivational changes. Identical questionnaires were administered to a group of non-English major learners before and after the program to identify changes in their general motivation, four motivational regulatory styles (intrinsic, identification, introjection, and external), and three psychological needs (autonomy, competence, and relatedness). Another questionnaire elicited students' perceptions of their experience of the course. The questionnaire results indicate that extensive reading is effective in enhancing identification and intrinsic motivation to study English. The results of the other questionnaire are also discussed to provide a fuller understanding of the benefits of extensive reading and to assist practitioners who teach students of a wide age range.

**Miralpeix, I. (2022). Vocabulary learning at first exposure: Replication of Gullberg et al. (2012) and Shoemaker and Rast (2013), *Language Teaching* , Volume 57 , Issue 1 , January 2024 , pp. 122 - 131 DOI: <https://doi.org/10.1017/S0261444822000337>**

997--This article puts forward several proposals for replicating two well-known FIRST EXPOSURE studies dealing with the earliest stages of adult second language acquisition. Both of them enquire into the word-level knowledge that complete beginners are able to extract from minimal input when exposed to a new language for the first time. They also focus on several input variables that may enhance learning from minimal input. However, the first, by Gullberg et al. (2012), uses audiovisual input in Dutch learners of Chinese to assess word recognition and word meaning after watching a short video; while the second, by Shoemaker and Rast (2013), uses oral input with French learners of Polish to measure word recognition before and after 6.5 hours of intensive classroom exposure. Close and approximate replications of these studies can help to re-evaluate and generalise the findings, as well as contributing additional relevant data to the field.

**Robb, T. (2022). Encouraging schools to adopt extensive reading: How do we get there?**

**Reading in a Foreign Language, 34(1), 184-194. <https://nflrc.hawaii.edu/rfl/item/551>**

921--This paper starts a discussion of the process of extensive reading (ER) program implementation in schools from a functional perspective. It discusses some considerations that may have hindered the spread of ER into the public school systems of many countries. It makes an argument for a top-down approach being required for widespread implementation as well as the need for materials other than graded readers, which while being the gold standard for ER, cannot realistically be purchased by and managed in a large school system. The impact on student choice of what to read is also discussed. The paper ends with suggestions for a way forward.

**Ujjié, J., & Krashen, S. D. (1996). Comic book reading, reading enjoyment, and pleasure reading among middle class and Chapter I middle school students. Reading Improvement, 33(1), 51-54. Available at <http://www.sdkrashen.com>.**

278--\*Seventh grade boys in two schools, one middle class and one in which 82% of the students were eligible for Chapter I funding were asked about comic book reading. Those who reported more comic book reading also reported more pleasure reading in general, greater reading enjoyment, and tended to do more book reading. There was no difference in frequency of comic book reading between the two schools.

**Samway, K. D., Whang, G., & Pippitt, M. (1995). Buddy reading: Cross-age tutoring in a multicultural school. Portsmouth, NH: Heinemann.**

107--\*This book describes a program used in a primary school in the U.S. in which upper primary ESL students served as tutors to ESL students in lower grades. A unique feature of the program is that even students of less than average proficiency were included among the tutors. Tutor preparation, coordination among teachers, and lessons learned during the course of the

program are discussed.

**Brown, D. S. (1994). Books for a small planet: A multicultural-intercultural bibliography from young English learners. Alexandria, VA: Teachers of English to Speakers of Other Languages.**

88--\*This book is a sequel to Brown (1988). Types of books included in the annotated bibliography include picture books, word books, legends, fables, folktales, fairy tales, and non-fiction. Books are cross referenced by location and ethnic background, and by topic.

**Cho, K-S, & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. Journal of Reading, 37, 662-667.**

89--\*This article begins by discussing why L2 many acquirers do little reading in their L2: lack of confidence that reading will help; incorrect views of how to go about L2 reading; and difficulty in obtaining suitable books . Next, four female Korean immigrants to the U.S. participated in a study in which the researchers found that providing learners with the right texts (the Sweet Valley Kids series) boosted the quantity of their reading and increased their L2 proficiency.

**Serrano, R. (2022) Vocabulary learning from reading and listening: Replications of Brown et al. (2008) and Vidal (2011).Â Language Teaching 57 (1) 113 - 121Â <https://doi.org/10.1017/S0261444822000179>**

1000--There has been a great deal of interest in second language vocabulary studies regarding the potential of reading as a source of incidental vocabulary learning. More recently, several studies have also focused on comparing reading with other input modes, such as listening, or reading-while-listening. Among these studies there are two “ Brown et al. (2008) and Vidal (2011) ” that have been extensively cited because of the evidence they provided

regarding the differential effects of reading versus listening in promoting incidental vocabulary gains. The present study presents different arguments for replication of these two original studies as well as specific ideas on how such replications could be conducted.

**Aldukhayel, D. M. (2022). Comparing L2 incidental vocabulary learning through viewing, listening, and reading. *Journal of Language Teaching and Research*, 13(3), 590-599.**

**10.17507/jltr.1303.15 <https://doi.org/10.17507/jltr.1303.15>**

833--The aim of this study is to determine the most effective mode of input for L2 vocabulary learning by investigating three types of input: audiovisual input, audio input, and written input. Using a pretest-posttest-delayed posttest design, this study recruited 95 university EFL students who were randomly assigned to four groups. The same TV documentary was presented to each group in four different modes: viewing the documentary, listening to the documentary, reading the printed transcript, and a control condition in which no treatment was given. Vocabulary learning, which was operationalized as the receptive knowledge of the form-meaning connection of the target words was measured by checklist and multiple-choice tests. Two variables were considered in the investigation: prior vocabulary knowledge and the word frequency of occurrence. The findings suggest that participants learned vocabulary incidentally through viewing, listening, and reading. They also successfully retained gained vocabulary through the three modes of input. The study found no significant differences in vocabulary gains between viewing and reading on the posttests suggesting that vocabulary gain and retention are similar through these types of input modes. The study found a significant impact of prior vocabulary knowledge and frequency of occurrence on vocabulary learning. As the results suggest that viewing is as effective as reading, this study provides further support for the use of television in L2 learning.

**Ali, Z., Palpanadan, S. T., Asad, M. M., Churi, P., & Namaziandost, E. (2022). Reading**



**approaches practiced in EFL classrooms: A narrative review and research agenda.**

**Asian-Pacific Journal of Second and Foreign Language Education, 7(1), 1-25.**

**<https://doi.org/10.1186/s40862-022-00155-4>**

853--Reading is an essential skill for students to perform effectively and successfully in any academic setting. This skill is vital for foreign language learners as it provides chances for students to be exposed to English in input-poor settings. English as a foreign language students' reading skills in diverse contexts remain substandard due to the lack of necessary input and efficient instructional methodologies. Thus, we review the literature on three common reading instructional approaches: the intensive reading (IR) approach, the extensive reading (ER) approach, and the blended IR and ER approach. This review summarizes the existing literature on IR, ER, and blended IR and ER and provides the critical appraisal of existing scholarly literature from several aspects, including reading approach, research design, research context, data analysis method, and the results of various studies of reading approaches. Finally, we present several future research directions in the field of reading research.

**Alzahrani, R. (2022). Review of L2 reading websites. *Reading in a Foreign Language, 34(1), 195-203.* <https://nflrc.hawaii.edu/rfl/item/552>**

834--This is an annotated bibliography of some useful second language (L2) reading websites. The reviewer's focus in this review was to describe and critically evaluate websites that facilitate and support the idea of Extensive Reading (ER). ER has proven to be effective, motivating, and enjoyable; nonetheless, many programs opt to exclude it from the general curricula due to its probable contradiction with the traditional views of teaching reading (Day & Bamford, 1998), and it does not properly prepare students for achievement tests. These are certainly two major reasons behind why ER programs in English as a second language (ESL) and English as a foreign language (EFL) contexts do not exist. Thus, in the process of

persuading reading instructors to integrate ER into their language curriculum, it is always ideal to start small, as recommended by Day and Bamford (1998). Instructors at the preliminary stages of adopting an ER approach would need materials that are accessible, level appropriate, and most importantly "free." This review is intended for L2 practitioners by accumulating a number of useful L2 reading websites that would give them free access to a huge selection of readings that they can share with their students. It also serves as a guide that they can refer to or share with other reading teachers who are interested in ER. It is hoped that after teachers try out these websites and notice students' increased reaction and engagement in the classroom, school administrations would be convinced to move from small to big and establish a physical reading library, as well as acknowledge the benefits of ER and make it part of the language learning curriculum.

**Constantino, R. (1994). Pleasure reading helps, even if readers don't believe it. *Journal of Reading*, 37(6), 504-05.**

264--\*The article consists of a narrative describing how academically-oriented ESL students at a U.S. university were persuaded to use pleasure reading, rather than academic texts, to increase their language competence. Those students who switched to pleasure reading seemed to make rapid improvement, whereas those who refused to switch to pleasure reading reportedly experienced little improvement.

**Ikeda, M., & Mason, B. (1994). The practices and effect of an extensive reading program at university. *Bulletin of the Chubu English Language Education Society*, 24, 229-234.**

92--\*This study compares the ER programs at two universities in Osaka, Japan. One ER program was less successful than the other. The results on a reading comprehension test between the intensive reading and extensive reading classes were reported, and the ways to a successful ER program are discussed.

**Arai, Y. (2022). Perceived book difficulty and pleasure experiences as flow in extensive reading. *Reading in a Foreign Language*, 34(1), 1-23. <https://nflrc.hawaii.edu/rfl/item/542>**

831--In second or foreign language (L2) extensive reading (ER) studies, learners have been encouraged to read easy books despite the lack of consensus concerning how to define book difficulty. In light of previous studies reporting that book difficulty can play an important role in learners' affect in ER (e.g., Bahmani & Farvardin, 2017; Chiang, 2016; Yang et al., 2021), the present study explored the relationship between perceived book difficulty and pleasure experiences from the perspective of the flow theory (Csikszentmihalyi, 1975/2000), as an important reading purpose in ER is for pleasure. Ninety-nine Japanese university students participated in a flow questionnaire survey, five of whom also participated in the follow-up interviews. It was found that some characteristics of flow were found in relation to the difference in perceived book difficulty, and that the participants' perceptions were affected by some factors related to the flow theory.

**Bala, A. (2022). The attitudes of EFL Students towards extensive reading program in digital library in private primary school (A case of Erbil). *International Journal of Social Sciences & Educational Studies*, 9(1). <https://doi.org/10.23918/ijsses.v9i1p383>**

842--Extensive Reading (ER) is described as an individual's voluntary and unrestricted reading of huge amounts of material or long texts for the sake of general comprehension and pleasure from the content. Digital libraries offer rich content and ample digital aids that student may get benefit while reading independently. These aids can help, encourage, and motivate children because of the digital additions that traditional books lack. They may be able to make reading books more entertaining for children by using bright animations and introducing them to print and pictures in an enjoyable way. Accordingly, the present research aims to examine the attitudes of private primary schoolsX students towards an extensive reading program in digital library. A qualitative research methodology was selected to reveal the perceptions and

preferences of the students. The collected data analysed through thematic analysis. The research participants are 10 students from grade 5 and 6 in a private primary school. This study might be useful for instructors to see how students react extensive reading program in digital library and technological features embedded to it, as well as curriculum designers to think about the impact of digital libraries on students' reading habit development.

**Bozorgian, H., & Shamsi, E. (2022). Autonomous use of podcasts with metacognitive intervention: Foreign language listening development. International Journal of Applied Linguistics. <https://doi.org/10.1111/ijal.12439>.**

855--Podcasts have become a pervasive and easy-to-access input for language learning that may improve both form and meaning aspects of language. This study attempted to investigate some unknown impacts of the autonomous use of podcasts through a metacognitive intervention on 12 adult language learners' listening comprehension with an exploratory approach and using a questionnaire, learners' journals, and semi-structured interviews. The results suggest that autonomous language learners may benefit from multiple advantages of utilizing extensive listening input such as podcasts. Moreover, the learners have a positive attitude toward learning listening with metacognitive strategies and asserted that they aided them to be independent listeners. This study underscores the effectiveness of applying technology-based listening learning in an EFL context where many learners are devoid of sufficient authentic and comprehensible input.

**Dhanarattigannon, J. (2022). Effects of additive extensive reading on struggling Thai university learners. TEFLIN Journal,33(2), 240-256.**  
**<https://www.journal.teflin.org/index.php/journal/article/view/1675>**

856--Extensive reading with graded readers has been proved to be an approach that helps learners improve their reading ability. However, only a few studies have explored the effects of

additive extensive reading with other types of reading materials on struggling EFL learners. This study investigated the effects of Science and Research Association Reading Laboratory (SRA) and Reading Reflective Journals (RRJ) as additive extensive reading activities on struggling EFL tertiary students' English reading ability and performance. This study was a comparative mixed-methods approach conducted at a Thai university over 15 weeks. The students were two intact groups enrolled in a reading course taught by the researcher. One group was assigned to SRA, and the other to RRJ. Data were collected by means of English reading pre- and post-tests, students' reflective journals, and an open-ended questionnaire. Both quantitative and qualitative results indicate that SRA and RRJ positively impact students' reading ability, their attitudes towards English reading, and their knowledge. Since SRA and RRJ are based on different theories, each has its limitations. The combined activity of SRA and RRJ features is suggested. The factors affecting the use of additive ER should also be considered when implementing any type of ER.

**Krashen, S. (1994). The pleasure hypothesis. In J. E. Alatis (Ed.), Georgetown University Round Table on Language and Linguistics 1994 (pp. 299-322). Washington, D.C.: Georgetown University Press.**

235--\*The hypothesis explored in this paper is that those activities that are good for language acquisition [such as free voluntary reading] are usually perceived by acquirers as pleasant, while those activities that are not good for language acquisition are not consistently perceived as pleasant, and are, in fact, often perceived to be painful.

**Mok, R. (1994). Reading and English Acquisition Programme (REAP). In M. L. Tickoo (Ed.), Research in reading and writing: A Southeast Asian collection (pp. 30-40). Singapore: SEAMEO Regional Language Centre.**

94--\*This chapter describes the Reading and English Acquisition Programme (REAP) initiated

in Singapore primary schools in the 1980s. Key components of REAP were the Shared Book Approach and the Language Experience Approach. The establishment and monitoring of REAP are described. Evaluation results were positive.

**Ramaiah, M. (1994). Reading initiatives in Malaysia. In M. L. Tickoo. (Ed.), Research in reading and writing: A Southeast Asian collection (pp. 79-89). Singapore: SEAMEO Regional Language Centre.**

96--\*This paper looks at research and programmes in the teaching of reading in Malaysia from the 1980s when a shift began from bottom-up to more top-down or interactive views of the reading process. To illustrate this shift, research and publications are reviewed, and activities of the Ministry of Education, the Malaysian Reading Association, the National Book Council, and the National Library are described.

**Duy, V. V., & Peters, E. (2022). Incidental learning of collocations from meaningful input: A longitudinal study into three reading modes and factors that affect learning. Studies in Second Language Acquisition, 44(3), 685-707. <https://doi.org/10.1017/S0272263121000462>**

835--This longitudinal study investigates the effect of mode of reading on the incidental learning of collocations and factors that affect learning. One hundred Vietnamese pre-intermediate learners of English as a foreign language (EFL) were assigned to either an experimental group or a control group (no treatment). In 9 weeks, the experimental group read three graded readers containing 32 target collocations in three counterbalanced reading modes: reading-only, reading-while-listening, and reading with textual input enhancement (i.e., underlining). Learning gains were measured by a form recall pretest and delayed posttest. The results showed that reading mode had a significant effect on incidental collocation learning. Reading with textual input enhancement resulted in significantly higher learning gains than the other reading modes. Reading-while-listening was also more beneficial for collocation learning

than reading-only. Learners' prior vocabulary knowledge and congruency of collocations were significant predictors of the learning gains.

**Fujii, K. (2022). A Correlation Survey Between YL and Lexile Scores in Books for Extensive Reading. *Journal of Extensive Reading*, 9, 10-32.**

**<https://jalt-publications.org/content/index.php/jer/article/view/997/107>**

897--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.

**Fujii, K. (2022). The effects of a two-year-long extensive reading program on TOEIC Bridge IP scores. *The Reading Matrix: An International Online Journal*, 22(2).**

**<https://www.readingmatrix.com/files/29-x7gy4m1b.pdf>**

843--The purpose of this study is to examine whether a difference exists in TOEIC Bridge R Institutional Program scores between Japanese English as a Foreign Language (EFL) students at a technical college who did extensive reading (ER) for one year and those who did ER for two years. Furthermore, by dividing the students who experienced ER for two years into two subgroups according to their level of English achievement at the end of ER, their reading tendencies were statistically analyzed in terms of the number of words and books they had read. The results suggested that two-year-long ER may be more effective in improving TOEIC Bridge reading scores than a year-long ER program, and that students may be able to reach a high level of English proficiency without reading too many books as long as they are suited to the students' English levels. Additionally, students with high English proficiency made greater progress through ER. These results highlighted the significance of incorporating ER into the reading course to develop balanced reading skills; the need for careful consideration in setting goals for ER in the number of books read; and the need for teachers' support and guidance, particularly for beginners.

**Bamford, J., & Welch R.A. (1993). EPER: A valuable resource for extensive reading. *The Language Teacher*, 17(8), 29, 39.**

259--\*This article describes the materials and services provided by the Edinburgh Project on Extensive Reading (EPER). EPER is recommended to administrators and teachers who wish to set up extensive reading programs



**Day, R. R. (Ed.). (1993). *New ways in teaching reading*. Alexandria, VA: Teachers of English to Speakers of Other Languages.**

81--\*This book is a collection of activities for teaching second language reading, including activities on reading for main ideas, scanning, assessment and evaluation, and reading rate. Part 1 consists of 13 activities for extensive reading, including ones by authors of other works in this bibliography, such as Bamford and Mason.

**Hedgcock, J., & Atkinson, D. (1993). *Differing reading writing relationships in L1 and L2 literacy development?* TESOL Quarterly, 27, 329-333.**

280--\*This article contrasts two studies of academic writing proficiency, one involving L1 learners and the other involving L2 learners. The independent variables were frequencies of overall and genre-specific extensive reading. The researchers report that extensive reading was significantly related to writing proficiency for L1 learners but not for L2 learners.

**Krashen, S. (1993a). *The case for free voluntary reading*. Canadian Modern Language Review, 50(1), 72-82.**

82--\*This paper reviews evidence supporting the use of free voluntary reading in and out of school, defined as "reading that is selected by the reader, that is read for its own sake." Suggested benefits of free voluntary reading include: enhanced language acquisition and literacy development, more ideas and information, greater success in life, slower loss of verbal memory, and more fun. Rival hypotheses on language acquisition are discussed.

**Goto, T. (2022). *The relationship between extensive reading duration and reading volume*. The Reading Matrix: An International Online Journal, 22(2).**

**<https://www.readingmatrix.com/files/29-1gy5ww0u.pdf>**

840--This study statistically examines students who conduct extensive reading in the first and

second semesters by focusing on the reading volume of word counts to address the following research questions: 1) Is there a difference in word counts between students who conduct extensive reading in the first semester and those who continue it in the second semester? 2) Are there any differences in word counts between the three groups: students who conduct extensive reading for the first time only in the first semester, those who conduct it for the first time only in the second semester, and those who conduct it in both semesters? In 2017, extensive reading was implemented for 31 second-grade nursing students. No significant differences were detected for the first question. However, approximately 73% of students increased their word counts. Regarding the second question, a significant difference was found between the two groups such that certain students decreased their word count, which practitioners should be aware of. If a class includes experienced students who read extensively, they can serve as role models for novice students practicing it for the first time.

**Herman, E., & Leeser, M. J. (2022). The relationship between lexical coverage and type of reading comprehension in beginning L2 Spanish learners. *The Modern Language Journal*, 106(1), 284-305. <https://doi.org/10.1111/modl.12761>**

830--This study examined the relationship between lexical coverage (i.e., the percentage of known word tokens in a text) and second language (L2) reading comprehension. Several studies have suggested that adequate comprehension occurs between 95% and 98% coverage, but no study has investigated beginning level learners reading under the conditions of extensive reading. Therefore, the present study recruited 50 native English-speaking learners enrolled in a second-semester Spanish course. Learners chose between 1 of 2 interesting, graded texts and read for general understanding. A yes-no vocabulary test was used to measure knowledge of all the words in the texts, and comprehension of the 10 main events was assessed with cued written recall and multiple-choice tests. Additionally, to begin to understand how coverage relates to different types of comprehension, a literal and an

inferential question was asked of each main event. The results indicated that (a) the relationship between lexical coverage and comprehension was moderate to strong, (b) lexical coverage was more associated with literal comprehension, and (c) 98% coverage would predict the productive recall of 8 of the 10 main events. The findings support the importance of having texts written at the lexical level of beginning L2 learners when engaging in extensive reading.

**Hien, N. T. T., & Vy, N. T. T. (2022). Impact of extensive reading on sophomore English majors' reading comprehension development at Dalat University. Dalat University Journal of Science, 78-112.**

819--his paper reports on an extensive reading program utilizing graded readers and the Moodle Reader for sophomore English majors at Dalat University. The main purpose of the study was to determine the impact of such a program on student reading abilities and to explore their attitudes toward the program. Data were collected from pretests, posttests, and questionnaires. Findings indicated that the extensive reading program was largely responsible for the higher mean gain on the posttest made by the experimental group, and that the majority of students expressed positive opinions toward the program. The paper concludes by putting forward some pedagogical implications on the implementation of such a program with English language students and lecturers in their courses of reading.

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

844--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.

**Marshall, S., & Gilmour, M. (1993). Lexical knowledge and reading comprehension in Papua New Guinea. *English for Specific Purposes*, 12, 69-81.**

252--\*This study shows that Papua New Guinean students are deficient in their knowledge of subtechnical vocabulary. It is suggested that prereading exercises and extensive reading are suitable ways in which to address the problem.

**Pilgreen, J., & Krashen, S. (1993). Sustained silent reading with English as a second language high school students: impact on reading comprehension, reading frequency, and reading enjoyment. *School Library Media Quarterly*, 22, 21-23.**

270--\*One hundred and twenty-five high school ESL students who participated in a 16 week sustained silent reading program showed remarkable gains in reading comprehension, reported greater frequency and enjoyment of reading, and utilized more sources of books after the program. Because of the lack of a control group, results are only suggestive, but the large gains suggest that free reading is an effective means of promoting literacy development with ESL students.

Reid Thomas, H. C., & Hill, D. R. (1993). Seventeen series of graded readers. *ELT Journal*, 47, 250-267.

86--\*This article updates the authors' previous (1988, 1989) surveys of graded readers series.

Jourdan-Å”tsuka, R. (2022). *La lecture extensive en franÅ§ais langue Å©trangÅ”re : Facteurs d'efficacitÅ©* (Extensive reading in French as a foreign language: Effectiveness factors)

[Masterâ€™s thesis, UniversitÅ© d'Angers].

[https://www.academia.edu/87463238/La\\_lecture\\_extensive\\_en\\_fran%C3%A7ais\\_langue\\_%C3%A9trang%C3%A8re\\_facteurs\\_defficacit%C3%A9\\_M%C3%A9moire\\_de\\_M2\\_](https://www.academia.edu/87463238/La_lecture_extensive_en_fran%C3%A7ais_langue_%C3%A9trang%C3%A8re_facteurs_defficacit%C3%A9_M%C3%A9moire_de_M2_)

839--During the 2021-2022 academic year, we implemented an extensive reading program in French as a foreign language classes in a Japanese university. Our program started very small, with few books and many restrictions, but evolved from semester to semester, eventually allowing 100 participants to read an average of 17 books each, while most had never read for pleasure in French before. From the data collected during this experiment, we examined some factors that may influence the reading performance of L2 learners. We identified five performance indicators: number of books read, number of words read, average length of books read, and reading frequency. We compared our learners' performance on each of these indicators by classifying them into three groups based on the organizational factors of the version of the program in which they participated: structural limitations, library size, assessment criteria, and the degree to which extensive reading was integrated into the course. Results showed that learners in the more organized program tended to perform better in terms of number of books, average length of books read, and total number of words read. We also compared the influence of the program with each individual's proficiency level in their L2. We found that organizational factors had significantly more influence on overall reading performance except for the regularity of their reading. Finally, our data showed excellent reading accuracy for most participants, which illustrates the importance of adhering to Day and

Bamford's (2002) 3rd principle, freedom to choose one's reading, which is a critical factor in ensuring that all participants will be able to read books appropriate to their L2 proficiency level. Available here. OR <https://tinyurl.com/jourdan-er>

**Kirchhoff, C., & Mision, M. (2022). Audio-assisted extensive reading: Learners' experience and attitudes. *The Reading Matrix: An International Online Journal*, 22(2).**

**<https://www.readingmatrix.com/files/29-60lhvphk.pdf>**

841--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.

**Kuru Gnnen, S.., & Zeybek, G. (2022). Using QR code enhanced authentic texts in EFL extensive reading: A qualitative study on student perceptions. *Education and Information Technologies*, 27(2), 2039-2057. <https://doi.org/10.1007/s10639-021-10695-w>**

832--Increased use of recent technological devices by language learners at all ages and various levels stimulates the integration of the latest technological devices into the language learning process. Considering the numerous advantages of augmented reality (AR) in creating a supportive learning environment, this study aimed at investigating the use of quick response codes, as an AR feature, during extensive reading. 28 English as a Foreign Language (EFL) students enrolled in a British culture course at a Turkish university participated in the study. For the purpose of the study, QR code enhanced authentic reading texts were designed to aid learners in the comprehension of culture-specific terms that were difficult to be understood with a dictionary definition. Participants reflected on each QR code implementation, and semi-structured interviews were conducted with randomly selected students. The results of qualitative analysis through open-axial and selective coding procedure revealed three main themes related to QR code enhancement while reading culturally loaded reading texts: the advantages of using QR codes in extensive reading, criticism on the content of QR codes, and technical problems in using QR codes. The findings underline the potential of integrating AR technology such as the QR codes into language education for more effective learning opportunities and highlight the importance of providing access to technology in order to help all students benefit from the ubiquitous nature of technology.

**Bamford, J. (1992). Beyond grammar translation: Teaching students to really read. In P. Wadden (Ed.), A handbook for teaching English at Japanese colleges and universities (pp. 63-72). New York: Oxford University Press.**

243--\*This chapter offers ideas for teaching a reading course at a Japanese university.

Suggestions include setting up a class library so that students can do self-selected extensive reading for homework, with follow-up in class.

**Barrett, M. E., & Datesman, M. K. (1992). Reading on Your Own: An Extensive Reading**

## **Course. Boston: Heinle & Heinle**

244--\*[This] is [a class textbook] designed for high-intermediate to advanced learners of English as a second language. It is not, however, a traditional reading text. Rather, it is a design for a course in which students choose their own reading material--from newspapers, magazines, books, and even academic journals and textbooks--and read on their own. By using the approach presented in this text, students become empowered to read with more ease and confidence materials written for native speakers of English.

**Kuru GÃ¶nen, S.Ä., Zeybek, G. (2022). Using QR code enhanced authentic texts in EFL extensive reading: a qualitative study on student perceptions. Education and Information Technologies 27, 2039â€“2057 (2022). <https://doi.org/10.1007/s10639-021-10695-w>**

849--Increased use of recent technological devices by language learners at all ages and various levels stimulates the integration of the latest technological devices into the language learning process. Considering the numerous advantages of augmented reality (AR) in creating a supportive learning environment, this study aimed at investigating the use of quick response codes, as an AR feature, during extensive reading. 28 English as a Foreign Language (EFL) students enrolled in a British culture course at a Turkish university participated in the study. For the purpose of the study, QR code enhanced authentic reading texts were designed to aid learners in the comprehension of culture-specific terms that were difficult to be understood with a dictionary definition. Participants reflected on each QR code implementation, and semi-structured interviews were conducted with randomly selected students. The results of qualitative analysis through open-axial and selective coding procedure revealed three main themes related to QR code enhancement while reading culturally loaded reading texts: the advantages of using QR codes in extensive reading, criticism on the content of QR codes, and technical problems in using QR codes. The findings underline the potential of integrating AR technology such as the QR codes into language education for more effective learning



opportunities and highlight the importance of providing access to technology in order to help all students benefit from the ubiquitous nature of technology.

**Nguyen, T. T. H., & Nguyen, T. T. V. (2022). Impact of extensive reading on sophomore english majors' reading comprehension development at Dalat University. Dalat University Journal of Science, 78-112.**

934--This paper reports on an extensive reading program utilizing graded readers and the Moodle Reader for sophomore English majors at Dalat University, Vietnam. The main purpose of the study was to determine the impact of such a program on student reading abilities and to explore their attitudes toward the program. Data were collected from pretests, posttests, and questionnaires. Findings indicated that the extensive reading program was largely responsible for the higher mean gain on the posttest made by the experimental group, and that the majority of students expressed positive opinions toward the program. The paper concludes by putting forward some pedagogical implications on the implementation of such a program with English language students and lecturers in their courses of reading.

**Peterson, J. (2022). A case study of the effects of hybrid extensive reading on JFL learners' reading rates and comprehension. System, 102815.**

**<https://doi.org/10.1016/j.system.2022.102815>**

852--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 2.5X4 months. Reading rate data, reading comprehension data, and general ER data were collected. Results showed that participantsX 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.

**Pongsatornpiat, W. (2022). An implementation of online extensive reading to improve reading comprehension of Social Work students. Theory and Practice in Language Studies, 12(11), 2291-2297. <https://doi.org/10.17507/tpls.1211.08>**

845--This research aimed at studying the reading skills of finding the main idea of an article, learning new vocabulary, and studentsX opinions towards extensive reading through online weekly journals. The sample consisted of 27 third-year students from the Faculty of Social Administration enrolled in English for Social Workers 1 in the first semester of the 2021 academic year. The research instruments consisted of online weekly articles published in reliable online sources, such as the BBC, CNN, and National Geographic, and were relevant to their field of study. The findings showed that (1) students were able to identify the main idea of the written text from reliable online sources based on a topic of interest or field of study. Students could write a summary of the written text to determine the main idea. As for studentsX opinions about extensive reading after eight weeks of online reading activities, (2) students were able to read faster and were familiar with reading strategies during the activities. They were capable of reading long articles with new vocabulary and did not have to rely on

translation tools.

**Elmaliach, J. (1992, December). Extensive reading: in the intermediate school: A choice of readers. English Teachers' Journal: Israel, 45, 75-77.**

74--\* Includes a brief description of the English-language proficiency level expected of ninth-grade Israeli students and introduces a tabular guide to various English readers, along with their basic vocabulary ranges.

**Klapper, J. (1992a). Reading in a foreign language: Theoretical issues. Language Learning Journal, 5, 27-30.**

230--\*This article, the first in a series of three, looks at theoretical insights into foreign language reading, including top-down, bottom-up, and interactive perspectives, and the legacy of audio-lingualism.

**Cunningham, R. (1991). The Zanzibar English reading programme. Reading in a Foreign Language, 8, 663-675.**

64--The brief ELT background and description of the reading programme's design and aims are first given. The paper then identifies the main problem areas in implementation and describes the broad approaches used to address them. Specific problems and the programme's response to them, relating to both Class Readers and Class Libraries are examined. Finally some conclusions are reached in the light of our experiences, which may have implications for the design and implementation of similar programmes.

**Prasetianto, M., & Maharddhika, R. (2022). Extensive reading among Agroecotechnology students: What and why they read? Journal of Education and Learning, 16(2), 164-171.**

**<https://doi.org/10.11591/edulearn.v16i2.20427>**

848--Reading is a pivotal skill for non-English department students as a vehicle to update their knowledge. One reading activity which is beneficial is extensive reading. Several studies have proved the advantage of extensive reading, but what reading material is read by students is underexplored. To fill this gap, this research aimed to uncover what non-English department students read during extensive reading program and why they chose that theme. The participants were Agroecotechnology students (n=52). The data was collected from reading log sheets and participant interviews. The reading log sheets were analyzed by the researcher to find the themes of the texts that students read. The interviews were conducted in Indonesian to make students at ease. After the interviews, they were transcribed and translated into English. The results show 32 types of themes with various frequency distributions. Themes were mainly hobbies and favorite idols.

**Rich, K., Eckstein, G., & Lynn, E. (2022). Reading rate gain in a second language: The effect of unassisted repeated reading and intensity on word-level reading measures. Reading Matrix: An International Online Journal, 22(1), 1â€“19.**

881--This study explored the impact of repeated reading (RR) on the reading rate gain of ESL learners. Forty-six ESL learners from a variety of language backgrounds were divided into three groups: a control group which read assigned passages only once, a two-repetition group (RR2) which read assigned passages twice and a three-repetition (RR3) which read the assigned passages three times. All participants read passages taken from books 2 and 3 of Reading Horizons, a developmental reading series. Data was collected by all groups at weeks 1, 7 and 14 using words per minute (WPM) and eye-tracking measures. While results revealed that there were no statistically significant differences among the groups, reading rate measured via WPM did improve for all participants. Given the results, the researchers recommended that L2 reading teachers include some form of fluency instruction in their curriculum to help improve studentsâ€™ L2 reading rate.

**Sevy-Biloon, J. (2022). Extensive reading: A strategy to improve vocabulary, reading skills and motivation in an EFL b2 course at the National University of Education (unae) in Ecuador. European Journal of Foreign Language Teaching, 6(2).**

**<https://oapub.org/edu/index.php/ejfl/article/view/4255>**

1006--Virtual and online classes have added a new level of difficulties to teaching and learning EFL. Teachers must constantly work to find innovative and new practices to engage students and help them improve their English language skills. The professor of an upper-intermediate university level cohort in Ecuador has chosen to do action research in her classroom to improve students reading skills, vocabulary building and motivation to achieve the set competencies of the B2 level. Based on previous experiences the teacher chose to implement extensive reading throughout the semester to improve the mentioned areas. The teacher first observed the areas the students needed help in, implemented a new strategy and activities, reflected on those activities, and implemented a final exam to see if students improved in reading and vocabulary. Through qualitative data analysis, the teacher was able to see students were more motivated, they improved in reading and vocabulary, and they were beginning to learn autonomously. The implementation of extensive reading was a success for most of the students to improve their English skills and can be a strategy that can be utilized in the future.

**Singh, A., & Alexander, P. A. (2022). Audiobooks, print, and comprehension: What we know and what we need to know. Educational Psychology Review, 34(2), 677-715.**

**<https://doi.org/10.1007/s10648-021-09653-2>**

836--The purpose of this review was to examine the effects that audiobook listening and print reading have on comprehension performance and the role that learner characteristics, text features, and contextual factors play in reported outcomes. The review, which included 32 documents, covered elementary, secondary, and college students who processed narrative

and expository texts aurally via audiobooks and visually on paper or screen. Analysis showed that the majority of studies were conducted in classrooms where audiobooks were co-presented with printed texts. It was also shown that audiobooks by themselves tended to facilitate comprehension better than print when students were younger ( $d = .28$  to  $d = .58$ ). For identified populations, such as struggling readers and EFLs, the co-presentation of audiobooks with print proved better for comprehension than print alone ( $d = .32$  to  $d = 1.67$ ). There was a paucity of studies that directly compared audiobook listening to print reading; targeted older students with no identified learning needs; or focused on exposition. Implications for instructional practice and future research are forwarded, based on the patterns that emerged from this review.

**Day, R. R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7, 541-551.**

65--During the process of first language development, children learn new vocabulary incidentally from listening and reading situations. While it has been claimed that the same is true for second language learners, there is a paucity of empirical evidence. This paper reports the results of an investigation whose purpose was to determine if Japanese EFL students could learn vocabulary incidentally while reading silently for entertainment in the classroom. The findings demonstrated that such incidental vocabulary learning did occur for both high school and university students.

**Ellis, G., & McRae, J. (1991). *The extensive reading handbook for secondary teachers*.**

**London: Penguin.**

67--\*The first 20 pages of this book provide an introduction explaining what extensive reading is and providing ideas for teaching English as a second language via extensive reading. The remaining approximately 125 pages present guides for teaching 18 different books. The guides

include explanatory notes and a range of activities focusing both on content and on language.

**Cliffe, S. (1990). How to set up a class reading library. *The Language Teacher*, 14(12), 29-30.**

53--\*The author proposes that setting up a class library is a good way to bring books to students' attention. Among the suggestions given for setting up such a library are: survey students about their reading preferences; provide short introductions to the books and a worksheet to guide students in selecting suitable books; establish a procedure for recording which books students are reading and which ones they like, but avoid post-reading tasks that make reading a chore; and have a student library monitor to help maintain the collection.

**Singh, N. K. D., Jacobs, G. M., & Renandya, W. A. (2022). Integrating extensive reading with environmental education: A meaningful and engaging pedagogy approach. *Journal of English Language and Linguistics*, 3(2), 1-26.**

860--This article describes and analyses a project done at an urban government secondary school in the southern Malaysia state of Johor. With guidance from their teacher, a class of 16 students, 18-19 years old, worked in groups to create mini-ecosystems in which a plant was grown. The students' goals were to learn about eco-systems generally and to share their learning with peers and teachers in other classes via Gallery Walk presentations. The project is analyzed as to whether it met various criteria for environmental education, using the United Nations environmental education objectives, and criteria for extensive reading, based on Day and Bamford's (2002) suggestions for extensive reading principles. The six Environmental Education objectives were awareness, knowledge, concern, skills, evaluation, and participation. The extensive reading criteria included students choosing what they would read, reading materials that were comprehensible, reading done for real purposes, and teachers modeling enthusiasm for reading. Sample posters from the presentations are included in the article.

**Wulyani, A. N., Widiati, U., & El Khoiri, N. (2022). Challenges in implementing extensive reading (ER) programs: Voices from English teachers at Indonesian secondary schools. Pegem Journal of Education and Instruction, 12(1), 74-83.**

**<https://doi.org/10.47750/pegegog.12.01.08>**

851--This article reports on the implementation of extensive reading (ER) among English teachers of secondary schools and the challenges they face as parts of their efforts in supporting the Indonesian government program of school literacy initiative (SLI). The data were obtained from an online survey to a group of English language teachers (N = 22) from 22 different schools in one regency in East Java Province, Indonesia. They were members of English teachers' forum in the regency. The survey was then followed by a focused group discussion (FGD) involving all the 22 teachers in the group. The results show that in general, English teachers have a relatively good knowledge of ER as one way to support the success of SLI, but not all of them implement the programs due to such challenges as lack of support from the government and school administration, the overwhelming workload, and the unavailability of ready-to-use materials and activities. Implications and suggestions are provided at the end of the paper.

**Yang, Y., Majumdar, R., Li, H., Flanagan, B., & Ogata, H. (2022). Design of a learning dashboard to enhance reading outcomes and self-directed learning behaviors in out-of-class extensive reading. Interactive Learning Environments, 1-18.**

**<https://doi.org/10.1080/10494820.2022.2101126>**

846--Self-directed learning (SDL) requires students to take initiative to learn and control their own learning process. Literature highlights the importance of SDL for lifelong learning. Yet, little understanding is known regarding how to support SDL at the school level, specifically for out-of-class learning context. To fill up this gap, this research developed a learning dashboard and integrated SDL process management in GOAL system. It was implemented to provide



support for out-of-class online self-directed extensive reading (SDER) at a high school level. A two-group study conducted during a three-week spring vacation found the experimental group (NX=X35, with SDL support) achieved significantly more reading outcomes than the control group (NX=X12, without SDL support). Detailed GOAL interaction behavior analysis of the experimental group showed that viewing learning dashboard was significantly correlated with reading outcomes as well as interactions related to SDL process management. These findings highlights positive effect of SDL support in GOAL on students' out-of-class SDER outcomes as well as their SDL behaviors. The study provided implications for research related to extensive reading and SDL support for out-of-class learning.

**Zhang, Y., & Milton, J. (2022). Improving lexical access and acquisition through reading the news: case studies of senior high school students in China. *Research Papers in Language Teaching & Learning*, 12(1), 75-88. [https://rpltl.eap.gr/images/2022/05\\_Zhang\\_\\_Milton.pdf](https://rpltl.eap.gr/images/2022/05_Zhang__Milton.pdf)**

854--This paper reports an empirical study investigating the effects of extensive reading on vocabulary uptake, and speed of word access, among of Chinese high school students using English as a second language. It builds on a study by Masrai & Milton (2018) which reported that an informal program of watching the news on TV and reading subtitles, carried out outside class, could result in significant and measurable improvements in both orthographic vocabulary size and speed of lexical access. This study investigates whether these findings can be repeated with learners from a different L1 background, and reading process background, and where the vocabulary noticing focus of the intervention is removed. The participants were given tests of written vocabulary size, aural vocabulary size, and reading speed. These tests were conducted before and after a six-week intervention which involved reading current news materials. The results showed an increase in reading speed which is assumed to indicate an improvement in the speed of lexical access, but no obvious growth in vocabulary size. It is suggested that this is a learning method which can help facilitate Chinese students' ability to

acquire their second language ability in English.

**Fox, G. M. (1990). Increasing intrinsic motivation in second language readers. *The Language Teacher*, 14(3), 13-15.**

54--\*This article explains why intrinsic motivation is crucial for reading, what factors increase and decrease intrinsic motivation to read, and how to design a reading program that promotes intrinsic motivation. Suggestions include encouraging students to stop reading a book they are not enjoying, using enjoyable and non-threatening means of checking on students' reading, and allowing students to do extensive reading in a comfortable place, one not associated with serious studying.

**Hyland, K. (1990). Purpose and strategy: Teaching extensive reading skills. *English Teaching Forum*, 28(2), 14-17, 23.**

56--\*This article stresses that students need to read for a real purpose, rather than focusing on reading as a tool for teaching language. These authentic purposes will vary and include finding main points, mastering content, relaxation, and finding specific information. Different reading strategies will be appropriate to these different purposes. The focus of this article is on helping students develop the flexibility to use a variety of strategies when they read independently. These strategies include: surveying, skimming, scanning, phrase reading, and identifying the genre of a text.

**Bazan, B. (2021). Visuospatial working memory and the hybrid reading fluency measure.**

***Reading in a Foreign Language*, 33(2), 141-167.Â <https://nflrc.hawaii.edu/rfl/item/530>**

922--In this study, I sought to investigate whether visuospatial working memory (VWM) explains individual differences in reading fluency growth. One hundred and thirty Japanese junior and senior high school students were administered the Mr. Peanut and reversed Corsi

tasks, respectively as measures of VWM, followed by three waves of reading fluency assessment. To assess reading fluency, a novel reading fluency measure was constructed by combining the participants' comprehension scores with their reading speeds into a single measure using many-facet Rasch measurement. Latent growth curve analyses revealed that VWM significantly predicted variation in the individual growth trajectories at the initial status but did not significantly predict rate of change. Results of Rasch analyses indicated that the novel reading comprehension-speed measure assessed a unidimensional construct, thus suggesting that the construction of this measure is both a practical and valid approach to estimating reading fluency as well as reading passage difficulty.

**Lynn, E. M. (2021). Unassisted repeated reading: Exploring the effects of intensity, treatment duration, background knowledge, individual variation, and text variation on reading rate.**

**Reading in a Foreign Language, 33(1), 30-54. <https://nflrc.hawaii.edu/rfl/item/524>**

923--Two groups of English as a second language students engaged in a fourteen-week repeated reading (RR) treatment: (1) a 3x group (n = 16), which engaged in three readings per session, and (2) a 5x group (n = 15), which engaged in five readings per session. Reading rate and background knowledge were measured at five points to assess the effect of treatment length as well. Results from a mixed effects repeated measures ANCOVA model showed that neither treatment group nor treatment length had a significant effect on reading rate, but background knowledge did. The model also revealed that the fixed effects (e.g., treatment, duration, and background knowledge) explained 8.1% of the variation in reading rates ( $R^2 = .081$ ). The random effects of individual variation and text variation explained 0.9% ( $R^2 = .009$ ) and 0.3% ( $R^2 = .003$ ) of variance in reading rate respectively, meaning the entire model could explain 9.3% of the variation ( $R^2 = .093$ ). It was concluded that reading three times per session was more efficient than reading five times per session, and background knowledge is a variable that must be controlled for in reading studies.

**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.Â <https://nflrc.hawaii.edu/rfl/item/526>**

924--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.Â

**Zhou, J., & Day, R. R. (2021). Online extensive reading in EAP courses. *Reading in a Foreign Language, 33(1)*, 103-125.Â <https://nflrc.hawaii.edu/rfl/item/527>**

925--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 gradedreader 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's 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.

**Raj, D., & Hunt, B. (1990). The Malaysian Class Reader programme. Reading in a Foreign Language, 6, 369-382.**

59--This paper briefly describes reading standard in Malaysian schools, outlines a Class Reader programme, and provides samples of teaching files designed to help teachers implement the programme.

**Stuart, K. (1990). Developing extensive reading skills with culturally relevant folktales. TESL Reporter, 23(1), 3-4.**

60--This article describes an extensive reading course for tertiary students at an education college in China. The program begins with English translations of Chinese folktales, before moving on to simplified novels and then unsimplified American or British literature. Approximately 15 minutes of each class is spent with students retelling stories they have read. The course grade is based solely on regular quizzes on the assigned readings.

**Angelia, C., & Juliaty, H. (2021). EFL learners attitude towards podcasts for extensive**

**listening. LLT Journal, 24(1). <https://doi.org/10.24071/llt.v24i1.3034>**

837--One of online materials used more frequently nowadays in Extensive Listening (EL) is podcasts. Similar with other learning materials, podcasts are classified into authentic podcast and language course (non-authentic) podcast. Previous studies have examined learners' attitude towards podcasts; yet, they generally regarded all podcasts as authentic material. In EL, learners' attitude towards the materials also affects the success of EL. Therefore, this study aimed to examine EFL learners' attitude towards authentic podcast and language course podcast in EL. The study was conducted in a qualitative within-subject design and involved six English Department students from a private university in Indonesia. The students took part in an EL program using both authentic and language course podcasts, shared their experience in learning journals, and participated in post-activity interviews. The data collected were analyzed qualitatively using Ajzen's (2005) classification of attitude elements. The findings showed that despite the favorable attitude that the learners mostly displayed towards both types of podcasts, there was a significant difference in the cognitive, affective, and conative aspects of their attitude that influenced their overall attitude. The findings implied that both types of podcasts have potentials to be used for EL by EFL learners with some considerations.

**Bui, T. N., & Macalister, J. (2021) Online extensive reading in an EFL Context: Investigating reading fluency and perceptions. (2021). Reading in a Foreign Language, 33(1), 1-29.**

**<https://nflrc.hawaii.edu/rfl/item/523>**

802--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.

**Canh, T. T. T. (2021). Enhancing learner autonomy through extensive reading: The case of book reports. *Pertanika Journal of Social Sciences & Humanities*, 29, 103-114.**

**<https://doi.org/10.47836/pjsssh.29.S3.06>**

850--This paper investigates the autonomous learning strategies employed by students while participating in extensive reading (ER) and their perception of this method. Semi-structured interviews and autonomy strategies questionnaires are used as research instruments. The 25 participants are freshmen majoring in English. The findings illustrate some favored autonomous strategies that students used, such as summarizing, making inferences, taking notes, and using imagination. It is noticeable that using translation is an uncommon strategy chosen by these participants, which is somewhat unexpected in the Vietnamese context where students prefer it the most. For metacognitive and effective strategies, a sense of responsibility and monitoring received the most attention from the students. This result shows a positive attitude among the students in claiming that their autonomous learning can be enhanced via completing book reports. The findings from the current study provide insights into the implementation of book reports in extensive reading to enhance learner autonomy.

**Clarke, S. (2021). Extensive listening at Nagoya College. *Extensive Reading in Japan [ERJ]*, 14(1), 14-17. [https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_14.1.pdf](https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_14.1.pdf)**

859--This paper reports on the creation of a Listening Library of teacher-generated listening

materials that English major students are required to listen to almost every week. Recordings are made available on the college Moodle platform and students can choose from hundreds of files on a wide variety of topics. Most recordings are monologues and last between 90 seconds and two minutes. Students listen to them and fill in a table by listing three main points, writing comments, and rating the levels of interest and difficulty, among other things. A fairly high level of student satisfaction is reported for this homework EL activity.

**Susser, B., & Robb, T. N. (1990). EFL extensive reading instruction: research and procedure. JALT Journal, 12(2), 161-185.**

61--This article surveys the literature on extensive reading and establishes a working definition of extensive reading as a language teaching/learning procedure. It explores the main issues in extensive reading, including the role of graded readers and the transfer of L1 reading ability. A model of extensive reading is described, based on Richards and Rodgers' (1982) definition of "procedure."

**Hill, D. R., & Reid Thomas, H. (1989). Seven series of graded readers. ELT Journal, 43, 221-231.**

48--\*This article presents a review of seven series of graded English language readers. A set of categories modified from the authors' 1988 surveys of graded readers is used.

**Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal. 73, 440-462.**

234--\*In this paper, I review some research in vocabulary and spelling and suggest that the results of this research are, so far, consistent with a central hypothesis that has been proposed for language acquisition in general, the Input Hypothesis, and inconsistent with two alternative hypotheses [the Skill-Building Hypothesis and the Output Hypothesis].



**Pitts, M., White, H., & Krashen, S. (1989). Acquiring second language vocabulary through reading: A replication of the Clockwork Orange study using second language acquirers. *Reading in a Foreign Language*, 5, 271-275.**

52--Adult second language acquirers were asked to read the first two chapters of *A Clockwork Orange*, a novel containing a number of slang words of Russian origin ("nadsat" words). Subsequent testing revealed modest, but significant incidental acquisition of nadsat words. This result replicates Saragi et al.'s findings for native speakers of English and confirms that adult second language acquirers can acquire vocabulary from reading.

**Entwistle, T. (2021). Bridging the gap through a publisher's reading competition. *Extensive listening at Nagoya College. Extensive Reading in Japan [ERJ]*, 14(1), 18-20.**

**[https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_14.1.pdf](https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_14.1.pdf)**

861--Since its launch in 2013, Oxford University Press (OUP) has offered tens of thousands of students across Japan the opportunity to take part in its annual Big Read competition. The aim of the competition, as stated on Big Read homepage, is to "get students excited about reading and writing in English" (About Oxford Big Read, n.d.). Coincidentally, the "Bridging of the Gaps" between reading and writing was the theme of the ER SIG Forum at JALT 2020 in November last year. Furthermore, the competition provides learners with an artistic inclination the chance to express themselves and hopefully motivate creative, but reluctant readers through competition (D'Árnyei, 2001). This paper will explain how the Big Read competition works, how it was conducted at Nagoya University of Foreign Studies, and the competition's benefits and limitations.

**Fallon, T. J., & Baker, M. (2021). L2 identity cultivation via extensive reading: Eliciting an**

**emotional response. *Extensive Reading in Japan [ERJ]*, 14(1), 10-13.**

**[https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_14.1.pdf](https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_14.1.pdf)**

858--This research aimed to show evidence of an emotional response in L2 learners when they are engaged in extensive reading. This emotional response is considered to be evidence of a psychological connection to the L2 culture via a shared perspective with the L2 media's characters. The researchers postulate that connection to the L2 culture through an emotional response creates an empathetic bond with the L2 culture and nourishes an L2 identity capable of progressing toward near-native fluency.

**Freiermuth, M. R., & Ito, M. (2021). *Battling With Books: The Gamification of an EFL Extensive Reading Class. Simulation & Gaming.* <https://doi.org/10.1177/10468781211061858>**

829--Background

Extensive reading (ER) classes have become a popular way to promote reading in EFL (English as a Foreign Language) classrooms because ER supports the idea of reading for pleasure. However, reading in the classroom can still become stale if students have little chance to reflect on what they have read or if they become burdened by the reading requirements.

Aim

In an attempt to create a more energetic ER classroom, we converted the classroom into a game-based environment with the aim of promoting L2 reading enjoyment and motivating students to read in a more focused manner.

Method

As for specifics, 55 female Japanese university students divided into two groups based upon English proficiency, participated in a social book reading game called Bibliobattle whereby students discussed their favorite books in small groups. Three iterations of the game were

incorporated into the ER classroom as a way to enliven reading activities.

## Results

The game proved largely successful. From the data obtained in the debriefing questionnaires, students mentioned that they were motivated by the activities through reflection on their book's content and through the sharing of specific details about what they had read with their peers. Although both groups of students indicated their motivation to play the game, this was especially true for the lower level readers -- a group that had demonstrated more apathy towards ER in the past. Based upon our experiences while running the game, we recommend that Bibliobattles be implemented as specialized events in the ER classroom as a means to help stimulate a love for reading in a second language; however, it should also be noted that student preparation for such battles is time-consuming, so the number of battles per semester should be limited to a maximum of two per semester.

**Grafstrom, B. (2021). Extensive reading in quarantine: Maximizing university library resources during the COVID-19 pandemic. Bulletin of the Global Center for Higher Education Akita University, 2(2), 1-9.**

810--n 2020 the COVID-19 pandemic negatively impacted education worldwide. As university teachers attempted to move their courses "online," they started to discover gaps in their understanding of what technological resources are currently available for education. Many educators also had to re-think their teaching practices, since they quickly realized long-lectures online fail to keep students engaged in class. Language educators, who traditionally have relied on face-to-face, in-person classes to teach foreign languages found themselves having to overhaul their syllabi and recalibrate their expectations of students. This report briefly outlines an EFL extensive reading class that was formerly taught as a 100% paper-based course, but due to pandemic-restrictions was seamlessly transformed into a 100% digital course. Thanks to the support of the university library, students in the course had a wide range

of reading materials at their disposal and could easily access the e-books off campus from their home or apartments, by using tablets, smartphones, or personal computers while in self-quarantine. 31 engineering students who were in their 2nd year of university, and whose individual English language abilities varied broadly, participated in the course. The students read an average of approximately 1,771 words per week using e-book versions of graded readers. The e-book graded readers were supplied by the university library and the students in this course accounted for nearly 40% of the university library's online e-book traffic. Students then demonstrated their comprehension of what they read by taking online quizzes using MReader, an extensive reading management site. At the end of the course, the students exceeded the professor's expectations by reading approximately 84.66% more than what was required by the syllabus.

**Tudor, I., & Hafiz, F. (1989). Extensive reading as a means of input to L2 learning. *Journal of Research in Reading*; 12, 164-78.**

51--\* Investigates whether a three-month extensive reading program involving graded readers could improve English-as-a-Second-Language (ESL) learners' second language competence. Finds improvement in reading and writing skills and a simpler but more correct use of syntax in the second language.

**Brown, D. S. (1988). *A world of books: An annotated reading list for ESL/EFL students (2nd ed.)*. Washington, DC: Teachers of English to Speakers of Other Languages.**

40--\*This book is designed to "help students who are fairly proficient in English, but not completely at home in the cultures of English-speaking countries, to find books that they can read with a maximum of pleasure and a minimum of frustration".

**Hamada, M. (2021). *Learning words from reading: A cognitive model of word-meaning***

## **inference. Bloomsbury.**

875--An increasingly popular approach to second and foreign language education, this book focuses on incidental learning: how students learn words from reading. Despite its popularity, some researchers have questioned this theory that students can learn new words by inferring meanings based on a text they are reading. So, why does the incidental method not work for some students? What are the conditions for naturalistic learning to occur? What do students need to be able to do while reading in order to learn words successfully?

Tackling these questions head-on, this book provides researchers and educators with a more specific account of the processes behind the seemingly naturalistic method. Clarifying the connection between reading and word learning processes, Megumi Hamada proposes a new model, the Cognitive Model of Word-Meaning Inference, to describe how we obtain and use word-form and contextual information for learning words and the pedagogical applications of this. A significant new contribution to research in the field, *Learning Words from Reading* provides a cognitive perspective on how students learn new words from reading in a second or foreign language.

**Huffman, J. (2021). Development of reading fluency during an extensive reading course incorporating reading fluency tasks. [Doctoral dissertation, Temple University].**

**[https://scholarshare.temple.edu/bitstream/handle/20.500.12613/6516/Huffman\\_temple\\_0225E\\_14458.pdf?sequence=1&isAllowed=y](https://scholarshare.temple.edu/bitstream/handle/20.500.12613/6516/Huffman_temple_0225E_14458.pdf?sequence=1&isAllowed=y)**

794--\*A longitudinal quasi-experimental study was conducted with 77 first-year students at a nursing college in Japan, all of whom participated in one 15-week semester of ER with an added fluency training component (ERFT) and one 15-week semester of intensive reading (IR). Silent reading rate, oral reading rate and fluency, reading comprehension, and written receptive vocabulary size were measured at the beginning and end of both semesters. Silent reading rate, oral reading rate, oral reading fluency, and reading comprehension were

measured using both simplified and authentic texts. Approximately half of the students took ERFT in the first semester and IR in the second semester, and the other half did the opposite, so analyses were conducted separately for these two groups.

Repeated-measures ANOVAs showed that for the IR-before-ERFT group, oral reading rate increase was significantly greater for the ERFT treatment (9.79 wcpm) than the IR treatment (3.05 wcpm) ( $p < .001$ ) for simplified texts; silent reading rate increase was significantly greater for the IR treatment (8.26 wpm) than the ERFT treatment (- 2.86 wpm) ( $p < .001$ ) for authentic texts; and oral reading rate increase was significantly greater for ERFT (15.18 wcpm) than IR (4.37 wcpm) ( $p < .001$ ) for authentic texts. For the ERFT-before-IR group, silent reading rate increase was significantly greater for ERFT (19.22 wpm) than IR (-2.50 wpm) ( $p < .001$ ) for simplified texts; oral reading rate increase was significantly greater for ERFT (12.55 wcpm) than IR (4.81 wcpm) ( $p < .001$ ) for simplified texts; silent reading rate increase was significantly greater for ERFT (21.86 wpm) than IR (-7.64 wpm) ( $p < .001$ ) for authentic texts; and oral reading rate increase was significantly greater for IR (13.06 wcpm) than ERFT (6.70 wcpm) ( $p < .001$ ) for authentic texts.

Repeated-measures ANOVAs also showed that for the IR-before-ERFT group, reading comprehension increase for authentic texts was significantly greater for IR (1.00 logits) than ERFT (.17 logits) ( $p = .010$ ); and vocabulary size increase was significantly greater for IR (.36 logits) than ERFT (-.19 logits) ( $p = .001$ ). For the ERFT-before-IR group, reading comprehension increase for authentic texts was significantly greater for ERFT (1.05 logits) than IR (.11 logits) ( $p = .003$ ); and vocabulary size increase was significantly greater for ERFT (.44 logits) than IR (-.07 logits) ( $p = .001$ ).

No significant correlations were found between changes in any of the reading rate and fluency measures (silent reading rate, oral reading rate, and oral reading fluency) and reading comprehension change. For the ERFT-before-IR group, analysis revealed a significant and moderately high negative correlation ( $r = -.422$ ) between initial silent reading rate and silent

reading rate change (on simplified texts) during the ERFT treatment. Analysis of individual students's silent reading rate change patterns during the ERFT semester revealed a jagged increase to be the most common (22/77; 28.57%) pattern of rate increase.

These results add to a growing body of evidence that ERFT yields greater reading fluency gains than IR, suggest that both ERFT and IR contribute to reading comprehension and vocabulary size gains, suggest that ERFT yields greater reading fluency gains among students with initially slower reading rates, and provide insight into how individual's reading rate changes over the course of a semester of ERFT.

**Dunning, B. D. (1988). Young adult literature as a bridge to academic success. TESOL Newsletter, 23(6), 1, 10-11.**

41--\*This article proposes that L2 students can benefit from reading books written for young adult native speakers. Among the suggested benefits of reading such books are their modern themes, fast pace, relatively short page length, uncomplicated plots, and contemporary language. Sources of recommended titles are provided.

**Greenwood, J. (1988). Class readers. Oxford: Oxford University Press.**

42--\*The large majority of this book is devoted to describing activities that can be used to accompany class readers. These are divided into pre-reading, while reading, after reading, and a section on "changing frame" with activities in which students are asked to view the text from a different perspective. For instance, if the class is reading *Silas Marner*, they could try to see the story from the point of view of an adoption committee, charged with deciding to whom to grant adoption rights. An eight-lesson sample scheme of work is also provided.

**Hill, D. R., & Reid Thomas, H. (1988). Guided readers (Part 2). ELT Journal, 42, 124-136.**

44--\*This article continues the authors' survey of graded readers, examining the twelve series,

rating them, and describes strengths and weaknesses of each.

**Kitao, K.C., & Shimatani, H. (1988). Jishu-teki na eigo no dokusho shido [Pleasure reading: Setting up a special English section in the library]. *The Language Teacher*, 12(2), 47-49.**

228--\*This article, the majority of which is in Japanese, provides advice on setting up a library of graded readers. Included is a list of titles.

**Jacobs, G. M., & Chau, M. H. (2021). Strengthening the social element of reading: Facilitating conjunctions of readers. *Modern Journal of Studies in English Language Teaching and Literature*, 3(1), 1-17. <https://www.mjselt.com/mjselt/mjselt-2021/volume-3-issue-1-june-2021>**

796--When most people picture reading, they picture someone sitting alone holding a book or a screen of some type, such as a smartphone or tablet. In other words, reading is not seen as a social activity. Just the opposite, reading can be seen as an anti-social act; instead of talking with others, people go off alone to read, maybe even as a means of escape. However, reading is inherently a social activity. It represents an interaction between writers and readers. Writers attempt to put their ideas into words and maybe images, too. Readers develop their own interpretations of what the writers wrote, and they connect these interpretations to their own lives and thoughts. In this article, we propose that extensive reading, which involves students doing large quantities of reading, be combined with cooperative learning as an important way to strengthen the existing social nature of reading. We discuss supporting theories, research, and principles of extensive reading and cooperative learning, before providing and illustrating ideas on how to integrate extensive reading and cooperative learning in the classroom. We hope that the examples provided, based on knowledge of principles from cooperative learning and extensive reading, will inspire and sustain teachers efforts to strengthen the social element of their students reading, thereby making reading a more beneficial and enjoyable activity so that their students may continue reading for the rest of their lives.



**Martin, M. H., & Ronquillo, K. (2021). The effect of motivation on reading activity and text comprehension of adult Filipino deaf learner. *Modern Journal of Studies in English Language Teaching and Literature*, 3(1).**

**<https://www.mjselt.com/mjselt/mjselt-2021/volume-3-issue-1-june-2021/>**

797--Reading is an important facet in the literacy enhancement of an individual. Studies in reading comprehension and the variables affecting it are considered important because society gives much importance to reading and demands higher literacy rates. While there is a plethora of research on reading motivation among learners, there is a scarcity of studies that deal with reading motivation among learners with physical disabilities. Hence, the present study aimed at investigating the link between the Filipino deaf learners' reading motivation and reading activity and comprehension of English texts. The researchers used Parault and Williams' (2010) Reading Activity Questionnaire and Motivation for Reading Questionnaire (MRQ) as instruments to answer the research questions. The results of the study revealed that there is no significant relationship between reading motivation of deaf learners and their reading amount and text comprehension. Nonetheless, the study may have implications for the current deaf bilingual literacy curricula in local schools, particularly in addressing Filipino deaf bilinguals' motivation for reading.

**Meniado, J. C. (2021). Extensive reading practices in the Arabian Gulf region. *Eurasian Journal of Applied Linguistics*, 7(1), 222â€“239. <https://doi.org/10.32601/ejal.911262>**

929--This study examined the English extensive reading (ER) programs across the Arabian Gulf region. It investigated the ER models and approaches adopted by different higher education institutions (HEIs) in the region, their ER practices and activities, and the challenges they encountered in implementing their ER programs. Utilizing qualitative research design with seventeen (17) cases from prominent colleges and universities in Saudi Arabia, United Arab Emirates, Qatar, Bahrain, Oman, and Kuwait, the study found that most English ER programs

in the region adopted the Graded Readers approach with the Supervised-Modified ER model and course-component integration scheme. The study further discovered that the ER programs varied in terms of duration, number of hours and sessions, target number of words, required number of books read, engagement and enrichment activities, and assessment system. Lastly, the study also found that HEIs in the region experienced challenges in sustaining meaningful, varied, and sufficient resources, changing the negative attitudes of the stakeholders toward extensive reading, providing more sufficient space for ER in English language curriculum, and building a strong culture of reading in the community as a whole. The study concludes with recommendations on how to improve English ER implementation in the Arabian Gulf region.

**Polak, J. & Krashen, S. (1988). Do we need to teach spelling? The relationship between spelling and voluntary reading among community college ESL students. TESOL Quarterly, 22(1), 141-146.**

456--\*The three studies described here were an attempt to determine whether a relationship exists between spelling competence and voluntary reading.... If such a relationship could be demonstrated, it would provide additional support for the hypothesis that reading contributes to spelling ability.... Correlations do not imply causality.... [nevertheless] our results suggest that voluntary reading will help spelling. [There were follow-up comments on this research in TESOL Quarterly, 23(1), p. 163.]

**O'Sullivan, T. (1987). Some thoughts on extensive reading in GCSE modern languages. British Journal of Language Teaching, 25(3), 159-161.**

250--\*Considers some important arguments in favor of the vigorous promotion of greater literacy in foreign languages, including analysis of how several essential components of GCSE syllabi can be applied to such instruction.

**Parker, R., & Turner, J. (1987). Breeding the reading bug. TELL, 3, 20-22.**

36--\*This article discusses the problem of students who can read but do not. This may be due to instructional strategies that emphasize reading skills at the expense of giving students large amounts of experience with whole texts. Suggestions are made as to how to put books in the classroom, make time for silently reading and reading aloud by the teacher, encourage students to share what they read and keep a record of their reading, and avoid the pitfalls of students competing with one another over who has read more.

**Simensen, A. M. (1987). Adapted readers: How are they adapted? Reading in a Foreign Language, 4, 41-57.**

38--Adapted readers are described as one type of graded reader. Arguments are given for using graded readers in the teaching of English as a foreign (or second) language. The paper reports selected research results of a study of publishers' policy on text adaptation. The main principles of text adaptation, as reflected in publishers' documents, are described and compared. Previous research relevant to text adaptation is briefly described.

**Milliner, B. (2021). Stories of avid extensive readers in a university-level EFL course. Journal of Extensive Reading, 8, 1-16.**

**<https://jalt-publications.org/content/index.php/jer/article/view/831/99>**

898--This study follows the cases of six students identified as extensive reading outliers -- learners who read significantly more than their peers at a Japanese university. Following an inquiry into good or successful language learners, the researcher was interested in what insights avid extensive readers could teach, and whether these insights could help develop classroom approaches. In this paper, the process by which ER was implemented in the EFL course for Japanese university students precedes a narrative detailing each student's story. The analysis revealed some similarities between each of the learners -- (1) many were avid

readers in their L1, (2) most established personal goals to help reach the class reading targets, and (3) passing the post-reading quizzes appeared to elevate the self-efficacy of the learners. There were, however, more differences than similarities, which led the researcher to advocate a range of strategies for encouraging more reluctant or less motivated EFL readers to read extensively.

**Nkomo, S.A., 2021, "The**

**benefits of an extensive**

**reading programme**

**implemented in two**

**Foundation Phase classrooms**

**in the Eastern Cape, South**

**Africa"™, Reading & Writing**

**12(1), a290. [https://doi.](https://doi.org/10.4102/rw.v12i1.290)**

**[org/10.4102/rw.v12i1.290. https://files.eric.ed.gov/fulltext/EJ1304079.pdf](https://files.eric.ed.gov/fulltext/EJ1304079.pdf)**

933--Background: This article reports on a responsive extensive reading programme (ERP), involving Grade 3 learners at two primary schools in the Eastern Cape over a duration of 20 weeks. Objectives: The sociocultural perspective of learning guided the implementation of the ERP which aimed at providing learners with opportunities to read books for pleasure in their preferred language. Method: Learners had a choice to talk about their reading in isiXhosa, their home language, or English, which is their first additional language. In supporting the long-term goal of being bilingual, learners were encouraged to see themselves as emergent bilinguals who have reasons to use both languages as young scholars and in future. Results: Data collected through a post-intervention questionnaire, learners'™ reading logs and observations illuminated interesting findings which show that learners benefited from the ERP. Conclusion: The benefits of participating in the ERP were observed in the learners'™

acquisition of new knowledge (cognitive benefits), transformation in their attitude towards reading (affective benefits), and they began to take agency of their reading (social benefits).  
Contribution: This study demonstrates the cognitive, affective, and social benefits of introducing learners to reading for pleasure as early as in the Foundation Phase.

**Puripunyanich, M. (2021). Revealing university students' attitudes toward online extensive reading in Thailand. rEFlections, 28(2), 267-292.**

**<https://files.eric.ed.gov/fulltext/EJ1315010.pdf>**

824--This study explores undergraduates' attitudes toward extensive reading (ER) and reading graded readers online via Xreading.com in a large-scale ER program (ERP) involving over 5,000 students. Data were obtained from 356 students via an online questionnaire and 13 students in three focus groups. The quantitative findings showed that the students had positive attitudes toward ER. The top three reasons included (1) reading graded readers made them enjoy reading in English more than before, (2) they were more motivated to read graded readers because the stories were simple, and (3) they preferred to read shorter texts because they were simpler. Additionally, the qualitative findings revealed that all 13 students enjoyed freedom of choice in which they could choose their own graded readers that matched their interests and proficiency. Also, students had positive attitudes toward online ER through Xreading due to a variety of graded readers, an opportunity for students to practice their English and reading skills, enjoyment from reading, convenience and ease of use, and self-monitoring features. However, two difficulties were reported, including not knowing which graded readers to choose and eyestrain when reading online. Finally, pedagogical implications are discussed to guide ERP coordinators and teachers.

**Harcourt Brace Jovanovich (Publisher), (1986). Guide to the HBJ Pyramid Reading Series.**

**Orlando, FL: Harcourt Brace Jovanovich.**

309--\*The HBJ Pyramid Series is a 6-level series of graded readers (Frank Crane senior series editor) now out of print. This 64-page booklet describes in detail the development of this American English series written for Japan, and lists the structures and words allowed at each level (Level 1: 500 words; Level 6, 3000 words). There are also guidelines for exploiting the books as class readers.

**Pak. J. (1986). The effect of vocabulary glossing on ESL reading comprehension.**

**Unpublished**

**manuscript.**

789--\*Pak compared the reading comprehension of more proficient than average readers with that of less proficient than average readers under three conditions: (a) no glosses; (b) marginal glosses; and (c) parenthetical glosses. A cloze test of the text that students had read was used to measure comprehension. Pak found that while reading proficiency affected comprehension, the presence or absence of glossing and the type of glossing did not. Although the no gloss group achieved the highest mean comprehension score, no significant difference was found across the three treatment conditions.

**Shanefield, L. (1986). ESOL at the library: How to set up a collection. TESOL Newsletter, 20(5): 1, 5.**

33--\*This article explains how a special ESOL reading section was set up in a university town in the U.S. An eight-step procedure is described: determine who needs the books; contact the library director; draft a budget; order books; divide duties; catalogue and shelve the books according to word level; and get ready to circulate the books; publicize the collection; and maintain the collection by doing an inventory, replacing worn or lost books, and adding new titles and second copies. The author's final piece of advice is to start small.

**Bamford, J. (1985). Interview -- Monica Vincent: Reading with readers and writing for women. *The Language Teacher*, 9, (2), 9-11.**

242--\*A writer of language learner literature talks about her craft, including the contrasting experiences of writing for three different series of graded readers.

**Renandya, W. A., Ivone, F. M., & Hidayati, M. (2021). Extensive reading: Top ten implementation issues. *JACET Journal*, 65, 11-21.**

**<https://willyrenandya.com/extensive-reading-top-ten-implementation-issues>**

795--The goal of this paper is to explore some of the main concerns that teachers might have about ER, which can range from teachers being concerned about the amount of time that ER may eat into the already crowded curriculum, to lack of knowledge about ER, to low student motivation, to lack of resources, or lack of support from school leaders and administrators. We discuss each of these ten concerns and offer suggestions on how teachers' concerns about ER can be alleviated. We argue that unless we adequately address these concerns, the adoption rate of ER in schools may continue to be small. Furthermore, even if ER is adopted, the implementation may fall far below expectations, thus yielding minimal or no language learning benefits.

**Ro, E., & Kim, H. (2021). The effects of extensive reading on young Korean students' construction development. *International Review of Applied Linguistics in Language Teaching*, 60(4), 957-981. <https://doi.org/10.1515/iral-2019-0076>**

847--This study explores how input-focused implicit learning through extensive reading (ER) facilitates construction development in Korean-speaking young EFL students. Twenty-four EFL students, 10-13 years old, participated in ER as an after-school activity for four weeks (ER group). Their construction development in writing was assessed using seven argument structure constructions. The ER group's performance preceding and following ER activities

was compared to 24 young EFL students who did not engage in ER (baseline group). The results showed that the ER group improved their production of ditransitive and caused-motion constructions. Compared to the baseline group, the ER group not only produced a greater number of these constructions, but also used a wider variety of verbs not observed prior to the ER experiences, indicating an expansion of their linguistic knowledge with the target constructions. We conclude by addressing the pedagogical implications for using ER with young EFL students.

**Singkum, R., & Chinwonno, A. (2021). Implementing EFL extensive reading for Thai vocational students. LEARN Journal: Language Education and Acquisition Research Network, 14(1), 208-239.**

818--This study investigated the implementation of EFL Extensive Reading tasks and materials for Thai vocational students over ten weeks. Fifty-one students took the Test of English for International Communication (TOEIC) reading test before and after the implementation. Quantitative data were collected through the TOEIC reading test and extensive reading motivation questionnaire. The TOEIC reading test was used to investigate students' reading while the extensive reading motivation questionnaire was used to explore their motivation towards EFL Extensive Reading. Qualitative data were derived from the open-ended questions as part of the extensive reading motivation questionnaire. The results showed significant reading improvement and students reported positive motivation for the implementation of EFL Extensive Reading tasks and materials. Students reported their extrinsic academic compliance at the highest and extrinsic excel to read at the lowest. The study recommended that extensive reading tended to be an effective reading approach to improve reading comprehension, and that it should be integrated into teaching EFL reading for vocational students.

**Stephens, M., & Aoki, Y. (2021). Student difficulties with reading while listening. Extensive**



**Reading in Japan [ERJ], 14(1), 7-9.**

[https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_14.1.pdf](https://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_14.1.pdf)

857--\* This article emphasizes advantages of Reading While Listening (RWL) compared with doing either EL or ER alone. "[M]any of the features of spoken text are not evident from the written text alone" (p. 7) and "[B]y supplementing the features of spoken text that fluent readers superimpose on written text, such as intonation, fluent reading would be facilitated (p. 7). The discussion is supplemented by two surveys done with students at Japanese university. One study found that student prefer RWL compared to EL alone. In the other survey, students reported that one difficulty with RWL is a mismatch between students' slower reading speed and the faster normal speed of audio recording. Suggestions are made for addressing this.

**Davies, A. (1984). Simple, simplified and simplification: What is authentic? In J. C. Alderson, & A. H. Urquhart (Eds.), Reading in a foreign language (pp. 181-195). London: Longman.**

24--\*Simplification is often used to create extensive reading materials for L2 students. The author begins this chapter by stating that "Simplicity is difficult". He goes on to describe some of the issues involved in simplification of language and its relation to authenticity. In conclusion he states, "In teaching our concern is with simplification, not with authenticity. Everything the learner understands is authentic for him. It is the teacher who simplifies, the learner who authenticates."

**Kerecuk, N., & Velloso Ribeiro, O. (1984). The Book Club project. Modern English Teacher, 12(1), 18-24.**

226--\*This article describes an extensive reading programme for beginning and intermediate EFL students in Brazil. Reading for pleasure was a key aim of the program. Students are in groups of about four. Each group reads the same graded reader, selected by their teachers, and then works together to do teacher-designed, fluency-focused tasks. Eventually, every

group has read the same books.

**Krashen, S., Terrell, T., Ehrman, M., & Herzog, M. (1984). A theoretical basis for teaching the receptive skills. *Foreign Language Annals* 17, 261-275.**

237--\*This article begins by discussing research-based ideas about how L2 receptive skills develop and contrasts these with commonly held assumptions. Then, the authors discuss implications for teaching and materials development. Extensive reading is among these implications.

**Kutiper, K. (1983). Extensive reading: A means of reconciliation. *English Journal*; 72(7), 58-61.**

258--\*Cites research suggesting that extensive reading is as effective as intensive reading in developing general reading ability and is more effective in promoting good attitudes among elementary and secondary school students toward reading.

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

798--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.

**Thomas, B. (2021). The #bookstagram: Distributed reading in the social media age. *Language Sciences*, 84, 101358. <https://doi.org/10.1016/j.langsci.2021.101358>**

872--Social media platforms have given rise to diverse "reading formations" (Bennett and Woollacott, 1987) from bespoke reading communities with strong affective bonds to the "ambient affiliation" (Zappavigna, 2014) more typical of followers of reading-related hashtags (#amreading). What makes all of these formations distinctive is that they "bring into visibility an entirely new social dimension to reading" (Pinder, 2012:68), and a sociality that is often reliant as much on the sharing of images as on words.

This article will focus specifically on shared acts of reading on Instagram, a social networking service for sharing photographs and videos. In particular, I will explore the phenomenon of the #bookstagram where readers share images of the book they are currently reading aestheticised and personalised through the use of evocative backdrops and objects. Such activities are all too often dismissed as empty displays by narcissistic millennials keen to make their mark in the "attention economy". However, I will argue that the #bookstagram offers a way for readers to share acts of reading with others in a way that evokes the sensory and the sensual, and also provides a form of 'embodied reenactment' (Tolins and Samermit, 2016) that can generate discussion and empathy between users.

My analysis will focus on the ways in which body parts, especially hands, feature in the images to evoke a sense of an embodied connection between reader and book. I will also examine

how the images create a strong sense of reading as a situated activity that is associated with calmness, serenity and being close to nature. My discussion of emerging reading practices is informed by theories which move away from an exclusive focus on reading as a series of mental processes or the decoding of signs, to consider reading as a distributed, embodied activity that involves interacting with others and one's environment. The analysis of the #bookstagram will examine how the activity can be located in relation to culturally and historically grounded practices relating to the book as object of display and to representations of reading bodies from visual art. However, I will also be arguing that the specific affordances of social media help produce readerly interactions that are dialogic and reliant on an ethos of participation where displays of intimate and private acts are routinely commented on and repurposed by others.

**Wang, S., & Kim, H. (2021). Extensive reading research in the EFL classroom of China: A Qualitative Meta-Analysis. Chinese Journal of Applied Linguistics, 44(1), 111-125.**

**<https://www.degruyter.com/document/doi/10.1515/CJAL-2021-0007/html>**

938--Extensive reading has long been applied in the English as a foreign language classroom in China, but the fundamental theories and practical instruction are not satisfactory. The study aims to synthesize and examine extensive reading studies over the past fifty years (1962-2019) from a holistic perspective. By performing a qualitative meta-analysis, a total of 81 articles published in widely accepted journals were carefully coded and analyzed. Three latent problems emerged, including that 1) most extensive reading researchers misunderstand the inherent characteristic of extensive reading (i. e., pleasure reading) and less frequently follow the principles of extensive reading instruction; 2) there are methodological weaknesses in empirical research designs,

and; 3)

research scope is limited regarding participants and methodology. Suggestions for extensive reading research and instruction are included.

**Krashen, S. (1981). A case for narrow reading. TESOL Newsletter, 15(6), 23.**

16--\*The author states that while second language teaching often seeks to use a variety of topics, taking a more narrow approach may be more beneficial. Narrow reading is advocated because it can provide multiple comprehensible exposures to grammar and vocabulary by building readers' familiarity with particular authors and topic areas. The language gains made while reading in one topic area are believed to transfer when reading in other topic areas. Suggestions are made for implementing narrow reading, e.g., L2 courses that focus on a specific subject area.

**Laufer-Dvorkin, B. (1981). "Intensive" versus "extensive" reading for improving university students' comprehension in English as a foreign language. Journal of Reading, 25(1), 40-43.**

17--\* This study of various methods of teaching English as a foreign language concludes that an intensive method in which university students study passages in detail yields the best results.

**Tadman, J. (1980). How to make the most of graded readers on cassette.**

**Harlow, Essex: Longman.**

310--\*This 29-page booklet includes both lesson plans and notes for students working individually. Sections include using cassettes for storytelling and notetaking practice, and using them with or without their accompanying books for listening and other language practice.

**Laufer, B., & Cobb, T. (2020). How much knowledge of derived words is necessary for reading? Applied Linguistics, 41(6), 971-998. <https://doi.org/10.1093/applin/amz051>**

909--The study explores the usefulness of the word family as the unit of counting in studies of lexical coverage and comprehension. It determines the proportion of texts covered by the various members of a word family, that is, base words, inflected words, and derived words, and analyzes the contribution of the affixed words to lexical thresholds. This exploration was performed by a text analysis computer program called Morpholex that analyzes the entire lexis of an entered text, pulling out all words bearing prefixes and suffixes and counting the unaffixed words as base words. We analyzed a variety of texts, academic and narrative, authentic and simplified, and calculated the number and percentage of base words and affixes in each text. We also located the most frequent affixes in our text corpus and demonstrated which affixes and how many contributed to 95 percent and 98 percent text coverages. Our results show that reaching the lexical thresholds for reading does not require the knowledge of most of the derived words in a word family since a small number of frequent affixes will provide the necessary coverage together with the base words and inflections.

**Aka, N. (2020). Incidental learning of a grammatical feature from reading by Japanese learners of English as a foreign language. *System*, 91, 102250.**

**doi:10.1016/j.system.2020.102250.**

**<https://www.sciencedirect.com/science/article/pii/S0346251X19306566>**

761--This study investigated the effects of incidental learning of one specific grammatical feature through reading. A total of 157 Japanese high school learners of English as a foreign language (EFL) participated in this study. During the intervention, the experimental group (n = 74) read five passages consisting of a total of 40 sentences that include to-infinitives used as nouns, whereas the participants in the control group (n = 83) also read the same number of reading passages, but with only 10 sentences consisting of to-infinitives used as nouns. The participants took pre- and post-intervention grammar tests to measure the effectiveness of the treatment. The results showed that the experimental group incidentally noticed and learned about the use of to-infinitives as nouns through reading. The findings indicated that learners pay attention to language forms even though their focus is on reading comprehension. The study shows that frequent exposure to target grammar items repeatedly helps learners notice a grammatical rule, which, in turn, contributes positively to incidental grammar acquisition.

**Buendgens-Kosten, J. (2020). Incidental vocabulary acquisition from bilingual books: An analysis of bilingual German-English books for EFL contexts. *The Reading Matrix: An International Online Journal*, 20(2), 98-122.**

**<http://www.readingmatrix.com/files/23-5p621981.pdf>**

801--This paper looks at bilingual books for German-speaking learners of English and discusses their potential for vocabulary acquisition. Specifically, it focuses on bilingual books following a sociolinguistic structural principle, i.e. books in which the arrangement of languages reflects multilingual practices of non-monolingual language users. The paper combines corpus analysis and analysis of didactic potential. It reports total words (types and tokens), type-token

ratio and distribution across frequency-band classes for three representative bilingual books, and two typical graded readers. It argues that in an assessment of bilingual books' potential for vocabulary acquisition, the relatively low number of target language words has to be balanced against their rich context (especially rich in right-sided context & equivalence cues).

**Chan, V. (2020). To read or not to read: A critical evaluation of the effectiveness of extensive reading in ESL/EFL contexts. *Social Sciences and Education Research Review*, 7(2), 48-68.**

**<https://sserr.ro/wp-content/uploads/2020/12/sserr-7-2-48-68.pdf>**

803--Reading is considered to be an important language skill in teaching and learning, and there has been a great deal of interest in extensive reading (ER) in English as a second language (ESL) and English as a foreign language (EFL) contexts over the past few decades. While numerous researchers have generally advocated for the benefits of ER, it has not been widely implemented, and teachers sometimes encounter various obstacles and hindrances to successfully and consistently implementing it. This paper aims to evaluate the effectiveness of ER from three aspects: (1) motivation towards reading in a second or foreign language, (2) improvement of reading skills and (3) development of second or foreign language proficiency with reference to both conceptual literature and empirical research. After providing a critical review of the previous literature, this paper will make suggestions on what factors should be considered and how ER can be implemented effectively.

**Dawes, S. (1979). Make time for reading. *Guidelines*, 1(2), 38-43.**

13--This article contains practical suggestions for running an extensive reading programme. These suggestions include: how teachers can work together to grade the books so as to make it easier for students to select appropriate books; how the use of class readers can build skills that enhance students' out-of-class reading; and writing and speaking activities to use with



class readers. The author concludes by emphasizing two points: the need for careful planning, and the value of time spent on extensive reading.

**Piechorowski, A. (1979). Medien fuer stilles lesen im Englischunterricht (Media for silent reading in English teaching). *Englisch*, 14(3), 114-117.**

14--\*Refers to the importance assigned to receptive skills in recent teaching plans, and proceeds to a new evaluation of silent reading in the form of so-called extensive reading. To the basic theoretical statements are added some practical working suggestions for the teacher.

**Samuels, S. J. (1979). The method of repeated readings. *Reading Teacher*, 32(4), 403-408.**

276--\*This article provides theoretical and empirical evidence to support the use of rereading by L1 students who have some reading difficulties. The author used rereading for passages rather than entire books. Rereading was done with and without audio accompaniment. An analogy is made with the type of repetitive work done by musicians and athletes.

**Elturki, E., & Harmon, E. (2020). Systematic integration of extensive reading in the curriculum: Strategies and resources. *TESOL Journal*, 11(3). <https://doi.org/10.1002/tesj.517>**  
**<https://doi.org/10.1002/tesj.517>**

807--Intensive reading and extensive reading (ER) are two activities that have distinct purposes and require different instructional setups. Whereas intensive reading focuses on reading skills that enable students to deconstruct text in order to find the main idea, supporting details, and discrete information, ER allows students to read for pleasure with minimal mental effort. The ultimate goal of ER is for students to read for enjoyment as many texts as possible in the second/foreign language. To achieve this goal, the readings must be enjoyable and easy to read. As a consequence of ER, students build reading speed and fluency and get exposed to contextualized vocabulary and grammar. Nonetheless, achieving a balanced reading

experience by incorporating opportunities for both intensive reading and ER in the curriculum can be a challenge. Because more attention is typically given to intensive reading in reading instruction, ER is often compromised. Given the great gains and rewards of ER, how can this type of reading be systematically incorporated in reading instruction? In this article, the authors present practical strategies and resources for a more systematic integration of ER based on the principles of extensive reading (Day & Bamford, 2002).

**Feng, Y., & Webb, S. (2020). Learning vocabulary through reading, listening, and viewing: Which mode of input is most effective? *Studies in Second Language Acquisition*, 42(3), 499-523.**

808--This study used a pretest-posttest-delayed posttest design at one-week intervals to determine the extent to which written, audio, and audiovisual L2 input contributed to incidental vocabulary learning. Seventy-six university students learning EFL in China were randomly assigned to four groups. Each group was presented with the input from the same television documentary in different modes: reading the printed transcript, listening to the documentary, viewing the documentary, and a nontreatment control condition. Checklist and multiple-choice tests were designed to measure knowledge of target words. The results showed that L2 incidental vocabulary learning occurred through reading, listening, and viewing, and that the gain was retained in all modes of input one week after encountering the input. However, no significant differences were found between the three modes on the posttests indicating that each mode of input yielded similar amounts of vocabulary gain and retention. A significant relationship was found between prior vocabulary knowledge and vocabulary learning, but not between frequency of occurrence and vocabulary learning. The study provides further support for the use of L2 television programs for language learning.

**Goulart, L. (2020). Analyzing the patterns of lexico-grammatical complexity across Graded**

**Readers levels. Reading in a Foreign Language, 32(2), 83-103.**

**<https://nflrc.hawaii.edu/rfl/item/443>**

785--This study investigates the development of lexico-grammatical complexity in two levels of graded readers, beginner and intermediate. Using the linguistic features described in Biber et al. (2011), 58 graded readers were analyzed. Biber et al. (2011) proposed a lexico-grammatical developmental sequence based on empirical research. In this study, 11 of these grammatical features were counted in these two levels of graded readers. The graded reader corpus was tagged for the lexico-grammatical features, and a MannWhitney U test was conducted to account for the differences between graded readers? levels. The results of the statistical analysis suggest that beginner graded readers have more advanced features of complexity than intermediate graded readers. Nevertheless, after close analysis of text excerpts, it is clear that this is a result of the register being investigated, with intermediate graded readers having more features of conversation than beginner graded readers.

**Green, C. (2020). Extensive reading and viewing as input for academic vocabulary: A large-scale vocabulary profile coverage study of studentsâ€™ reading and writing across multiple secondary school subjects. *Lingua*, 239, 102838.**

**<https://www.sciencedirect.com/science/article/pii/S0024384120300450>**

935--The extent to which extensive reading (ER) and extensive viewing (EV) support academic literacy in secondary school, particularly for L2 students, through relevant vocabulary input has yet to be established. This study undertakes a lexical profile coverage study providing information on how much coverage is afforded by ER/EV vocabulary constructs for reading and writing in biology, physics, chemistry, mathematics and English (as a subject area). It operationalizes ER/EV as vocabulary input constructs through corpora representing

general fiction, science fiction, juvenile fiction, television and movies. It computes coverage provided by this input at different frequency bands (e.g. ER/EV's 1st 1000 most frequent word families, 2nd 1000 etc.) in secondary school textbooks and student writing. It finds ER/EV input appears very valuable for English as a subject area, and provides within the first 11--12,000 most frequent word families substantial coverage of receptive and productive vocabulary in secondary school science. Science-fiction provides more coverage, and juvenile fiction less. EV does not appear to offer impoverished coverage to ER. The study suggests that additional vocabulary pedagogy is nevertheless going to be needed, to cover from about 1 in 10 to 1 in 20 vocabulary items in the target subject areas.

**Hermes, L. (1978). Extensives lesen und lektueren im Englischunterricht der sekundarstufe eins (Extensive reading and reading materials in English teaching in the intermediate grades). Englisch, 13(3), 93-99.**

11--\*Maintains that cursory reading of original literary texts should have no place in foreign language teaching in the intermediate grades. Discusses "edited" versions of texts, and the weaknesses thereof. Gives a review of reading texts available in series, and discusses methodological problems.

**Hermes, L. (1978). Zur frage des extensiven lesens im Englischunterricht der sekundarstufe eins (On the problem of extensive reading in teaching English in grades 5-10). Englisch, 13(1), 1-7.**

11--\*Discusses the use of extensive silent reading, its purpose, place in the course, methodology and choice of appropriate texts.

**Saragi, T., Nation, I. S. P., & Meister, G. F. (1978). Vocabulary learning and reading. *System*, 6(2), 72-8.**

12--\*Discusses the individualization of vocabulary teaching in the ESL (English as a second language) classroom: (1) indirectly, through extensive reading, and (2) directly, through suitable vocabulary exercises. An experiment involving word frequencies is described that assessed the probable effectiveness of an indirect approach.

**Hamada, A. (2020). Using meta-analysis and propensity score methods to assess treatment effects toward evidence-based practice in extensive reading. *Frontiers in Psychology*, 11, 1-14. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7188915/> doi: 10.3389/fpsyg.2020.00617**

670--This study aimed to depict the assessment process of treatment effects of extensive reading in a second language (L2) toward the establishment of an evidence-based practice. Although standardized mean differences between treatment and control groups have been applied to interpret the magnitude of treatment effects in observational studies on L2 teaching, individual effect sizes vary according to differences in learners, measures, teaching approaches, and research quality. Prior research on extensive reading has suffered from methodological restrictions, especially due to a lack of appropriate comparison between treatment and control groups. For these reasons, a retrospective meta-analysis including only studies that ensured between-group equivalence was conducted in Study 1 to estimate the effect sizes of extensive reading expected in specific teaching environments. When the focused skill of the one-semester program was reading comprehension, its effect size was predicted as  $d = 0.55$ . However, the moderator analysis showed that this treatment effect was overestimated due to selection bias in the analyzed studies and adjusted the effect size from 0.55 to 0.37. In Study 2, propensity score analysis was applied to minimize selection bias attributed to observed confounding variables in the comparison between non-randomized treatment and control groups. Data were collected from 109 Japanese university students of

English who received in-class extensive reading for one semester and 115 students who attended another English class as the control group. Various types of matching were attempted, and in consideration of balancing the five covariates that might affect treatment effect estimation, the best solutions were nearest neighborhood matching without replacement, nearest neighborhood matching with replacement, and full matching. The results showed that the average treatment effects of extensive reading on all the participants ( $d = 0.24 - 0.44$ ) and on the treated individuals ( $d = 0.32 - 0.40$ ) were both consistent with the benchmark established in Study 1. Pedagogical implications and methodological limitations are discussed for decision-making regarding the implementation of L2 teaching practices based on research evidence.

**Hsu, W. H. (2020). Can Talk transcripts serve as extensive reading material for mid-frequency vocabulary learning? TEFLIN Journal, 31(2), 181-203.**

**<http://journal.teflin.org/index.php/journal/article/view/1027>**

675--Schmitt and Schmitt (2014) labeled the first 4000 to 9000 word families as mid-frequency words and stressed their importance based on Nation's (2006) estimate that for adequate comprehension of a variety of authentic texts, knowledge of the first 9000 word families is necessary. Subsequent to this vocabulary goal is to determine what can be read extensively to increase vocabulary progressively since most words cannot be mastered through only one exposure. This research aimed to investigate how much TED talk transcripts input is needed to encounter most of the first 9000 word families for learning to occur. It first measured the vocabulary levels of TED talks for their potential as extensive reading material for mid-frequency word learning. The results show that TED talks reached the 5th to 6th 1000-word-family level at 98% lexical coverage. Corpus sizes of 0.3 to 4.8 million words of TED transcripts provided an average of 12+ repetitions for most of the words from the first 4th to 9th 1000 word families. The figures may serve as a reference for learners in extensive

reading programs to decide how much effort they should make to read TED talk transcripts voluminously to reach a certain vocabulary goal.

**Iwata, A. (2020). How extensively do we need to read to improve EFL reading ability?: A comparison of two different instructional methodologies. *The Reading Matrix*, 20(1), 66-83. <http://www.readingmatrix.com/files/22-15971381.pdf>**

678--This study compares two instructional methodologies: extensive reading plus output activity and intensive reading plus grammar-translation with regard to improvement of non-English major EFL learners' reading comprehension and fluency development in a Japanese junior college. It identifies the minimum number of words an individual should read for improvement, developing a classroom instructional model that can be implemented as a national policy. The results indicated that 50,000 words should be read to be as effective as conventional instructional methodology. Reading fluency can be improved regardless of instruction types or words read. The study time could peak before tertiary study, aligning with extrinsic motivation to study English. The results of questionnaires enquiring about their attitudes towards English learning and extensive reading are also discussed.

**Busacker, K. (1975). Wie kann extensives Lesen ueberprueft werden? (How can extensive reading be checked?). *Praxis des Neusprachlichen Unterrichts*; 22(2), 210-214.**

7--\* Shows the need for extensive reading in FL teaching. Suggests a test which shows whether a student has actually read the material or has simply gained a superficial knowledge of it. Discusses advantages and disadvantages of multiple-choice. Suggests test exchange for interested teachers. Includes test on Steinbeck's "The Pearl."

**Anderson, J. (1971). Selecting a suitable 'reader': Procedures for teachers to assess language difficulty. *RELC Journal*, 2, (2), 35-42.**

241--\*This article explains how to construct and use a cloze test to match a class reader with a particular class of students, or to determine whether, for a particular student, a text is at independent reading level, instructional level, or frustration level.

**Bright, J. A., & McGregor, G. P. (1970). Teaching English as a second language: Theory and techniques for the secondary stage. London: Longman.**

4--\*This book, aimed at the teaching of ESL at the secondary school level, has parts devoted to extensive reading (pp. 65-80 and 92-95). Topics treated therein include setting up and managing a collection of books for extensive reading, encouraging students to read, monitoring and assessing extensive reading, and the use of class readers.

**LaBrant, L. L. (1938). An evaluation of free reading. In C. Hunnicutt, & W. Iversen (Eds.), Research into the three R's, 154-161. New York: Harper.**

286--\*This chapter reports on a program at University School of Ohio State University to encourage students in grades 10-12 to read a numerous books and to consciously select books of varying genres. The same class, averaging 57 students, were involved over their 3 year career at the school. The emphasis of the study was placed on the variety of books reported read. A total of 3974 readings were reported, with girls reading 2.3 times as many books as boys. There was no control group nor any measures of improvement in reading ability.

**Jin, T., Lu, X., & Ni, J. (2020). Syntactic complexity in adapted teaching materials: Differences among grade levels and implications for benchmarking. The Modern Language Journal, 104(1), 192-208. <https://doi.org/10.1111/modl.12622>**

679--An extensive body of research has investigated the role of syntactic complexity in gauging the linguistic complexity of reading texts, particularly for the purpose of determining



their grade appropriateness. However, little such research has focused on adapted teaching materials for English as a foreign language (EFL) contexts, and to date there has been no systematic effort in establishing syntactic complexity benchmarks to guide text adaptation practices in such contexts. This paper reports on a large-scale study that assessed the quantitative differences in syntactic complexity among adapted teaching materials for different grade levels in the EFL curricula in China. Our data consisted of 3,368 adapted English texts solicited from a corpus of teaching materials approved for use in the 12 primary and secondary grade levels in China by the Chinese Ministry of Education. All texts were analyzed using 8 syntactic complexity measures representing different dimensions of syntactic complexity. All 8 measures showed significant between-level differences with moderate to large effect sizes and nonuniform patterns of progression, and 5 measures were identified as significant predictors of grade levels in a logistic regression analysis. The implications of our results for establishing syntactic complexity benchmarks to inform future text adaptation practices are discussed.

**Jin, Z., & Webb, S. (2020), Incidental vocabulary learning through listening to teacher talk.**

**The Modern Language Journal, 104(3), 550-566. <https://doi.org/10.1111/modl.12661>**

680--This study investigated incidental learning of single-word items and collocations through listening to teacher talk. Although there are several studies that have investigated incidental vocabulary learning through listening, no intervention studies have explicitly investigated the extent to which listening to teachers in a classroom context might contribute to vocabulary learning. The present study fills this gap. Additionally, the study explored the relationship between vocabulary learning gains and two factors: frequency of occurrence and first language (L1) translation. A meaning-recall test and a multiple-choice test were used to evaluate learning gains. The results indicated that (a) listening to teacher talk has potential to contribute to vocabulary learning of both single-word items and collocations, (b) using L1 translation to explain target word meanings contributed to larger gains on the immediate posttest, (c)

frequency of occurrence was not a significant predictor of incidental vocabulary learning.

**Kepe, M. H., & Weagle, C. S. (2020). It starts with a story! Towards extensive reading. English Scholarship Beyond Borders, 6(1), 3-26.**

814--Many educationists have noted that learners learn to read by reading ? much in the same way as they learn any other skill: by doing it and enjoying what they do. This one-year intrinsic case study of Bulembu Lower & Higher Primary School focused on six intermediate phase pupils (Grades 4 to 6). The paper reports on the use of an enhanced Extensive Reading (ER) project aiming to improve learners' literacy. The study was conducted through resource-auditing, prepost case study interviews, and providing plenty of opportunities to access reading materials that pupils enjoy reading in a relaxed atmosphere such as fairy tales, folk tales, novels, plays, poetry and media journals (print, audio & visual). The study generated video recordings, classroom corner libraries, translatability, book reports, continuous assessment, long-term intrinsic motivation for reading, and a comprehensive extensive reading project report. Theoretically, the social constructivist theory, in line with Project-Based Learning (PBL) as a holistic framework, informed the study. The study has already revealed that if English First Additional Language learners (EFAL) read age-appropriate, attractive, contemporary reading material, and follow various strategies, their communication skills and academic reading and writing competence will improve.

**Lee, J. M., & Ro, E. (2020). "I Actually Picked up a Physics Textbook:" Complexities of the Freedom Principle in extensive reading. English Teaching, 75(1), 3-23.**

816--Much attention has been devoted to Extensive Reading (ER) to better understand its pedagogical effects on language learners. In this study, we focus on the teaching principles of ER and call for a re-visitation of the Freedom principle ("Learners choose what they want to

read") that has been frequently used by practitioners and researchers of ER. Based on the focus group data collected from enthusiastic readers who participated in ER as a classroom activity and read beyond the designated class goal, we examined how these students chose what they wanted to read in an English-for-Academic-Purposes (EAP) context. The findings suggest that the Freedom principle, while allowing student autonomy, incurs complications in the implementation of ER. Students may experience frustration if given a limited choice of books, providing support for the Freedom principle. However, as students freely choose their books, the activities they engage in may become incompatible with other ER principles. Drawing on the focus group data, we will discuss the details of such complexities and conclude with pedagogical implications.

**Maluch, J. T., & Sachse, K. A. (2020). Reading in developing L2 learners: The interrelated factors of speed, comprehension and efficiency across proficiency levels. TESL-EJ, 24(1).**

**<https://www.tesl-ej.org/wordpress/issues/volume24/ej93/ej93a8/>**

671--This study investigates L2 reading speed of developing readers. While L2 reading speed has been a topic of research, almost all studies to date investigate L2 adult learners and do not take into consideration samples of middle school students in the earlier stages of L2 development. Using data from a sample of 124 German eighth-graders, who range in their L2 reading proficiency from beginner to intermediate, we examined the patterns of reading speed, text comprehension, and reading efficiency in the students' L2 English and L1 German.

Utilizing the Common European Framework of References for Languages (CEFR) to estimate students' proficiency levels (A1 to B2), we found that students with intermediate proficiency read faster and more accurately than students with beginner L2 proficiency. However, all students in the sample, on average, read with similar efficiency, the ratio of speed and comprehension. In addition, controlling for L2 proficiency, students who read faster in the L1 are more likely to read faster in the L2, on average, although the relationship of reading speed

between the two languages is stronger when students read more slowly. The implications for teaching, curriculum development, and assessment are discussed.

**McNabb, R. G. (2020). Disruption and Remediation in Online Extensive Reading— An Account of True Reading Proficiency. The Bulletin of the Shizuoka Institute of Science and Technology, 28. <https://sist.repo.nii.ac.jp/records/266>**

926--Stemming from observed reading deficiencies, this paper presents the results of two Eiken-like trials that were designed to measure the reading competencies of a crosssection of 236 second-year engineering and computer science students at a four-year university in central Japan with a view to better understanding what curriculum changes might be required. For example, should time and resources be reallocated to build students'™ knowledge of vocabulary and sentence structure found in assigned readings by changing the emphasis on extensive reading (ER) to having more explicit instruction, or can the existing weighting between ER and attending to assigned readings remain unaltered? If changes to the curriculum are recommended, could they be additive? At the end, a small-scale, Moodle-based remedial reading plan is introduced.[From the discussion section] The preceding episodes have proved to be a revealing cautionary tale describing the rapid pace at which technology can "successfully" disrupt ELT. With weak, unmotivated readers, especially, we may need to reappraise how we approach university-wide extensive reading and perhaps whether our students are using their coursebooks as intended.Â

**McQuillan, J. (2020). Harry Potter and the Prisoners of Vocabulary Instruction: Acquiring academic language at Hogwarts. Reading in a Foreign Language, 32(2), 122-142. <https://nflrc.hawaii.edu/rfl/item/445>**

787--Several researchers have claimed that low-achieving students, especially second language students, need explicit academic vocabulary instruction to catch up with their age

peers (e.g., Nagy & Townsend, 2012). Two possible paths to vocabulary growth—free reading and explicit vocabulary instruction—were compared in terms of their efficiency (Mason, 2007) in words acquired per minute by analyzing data from a large corpus (1.1 million words) of young-adult novels taken from the Harry Potter series (Rowling, 2016), and from seven large-scale academic vocabulary intervention studies. The Harry Potter novels contain 85% of all the words on the Academic Word List (AWL), which is thought to include the most important word families needed for success in school. Reading all seven Harry Potter novels is predicted to result in the acquisition of between one-fifth and one-half of these AWL words. This vocabulary gain is 1.6 to four times more efficient than what has been achieved so far through explicit instruction

**Mikami, Y. (2020). Goal setting and learners' motivation for extensive reading: Forming a virtuous cycle. *Reading in a Foreign Language, 32(1), 29-48.***

**<https://nflrc.hawaii.edu/rfl/item/438>**

683--This study applied a qualitative approach and investigated the processes of motivational change through goal setting in extensive reading (ER). The one-year ER program integrating goal setting was introduced in a Japanese university. Interviews were conducted with four selected participants from among 23 students. The results revealed different patterns in students' motivational change associated with goal setting. When students used goal setting effectively, they felt a sense of achievement, enhanced their intrinsic motivation and self-efficacy, and formed a virtuous cycle toward new goals. On the other hand, when students were unable to use goal setting effectively, they repeatedly failed to achieve goals and seemed less motivated to read. This paper discusses ways to set appropriate goals for increasing reading motivation.

**Mo, A-L. (2020). Improving 9th grade EFL students'™ reading speed through an enhanced**

**extensive reading methodology. *Asia-Pacific Education Researcher* (2021) 30(2), 109–117.**

**<https://link.springer.com/article/10.1007/s40299-020-00518-w>**

931--Several in-depth and experimental research have been carried out on the positive results of extensive reading (ER) over the past several years in the areas of ESL/EFL. However, several of the studies include limitations that raise doubts about the claimed positive outcomes. The current study adds to the small amount of well-regulated research by examining the influence of an enhanced ER program on the reading speed of 9th grade EFL learners. The research design included two classes (n = 70): The control group (CG) met for 120 min each week and received instruction, including intensive reading, grammar translation, vocabulary memorizing, whereas the treatment group (TG) received 105 min of the same instruction and 15 min of ER. The analysis uncovered that the TG made statistically significant gains in their reading speed, while the CG did not. Three measurements of effect size also indicate high levels of effect for the TG.

**Nation, P. & R. Waring, (2020) *Teaching Extensive Reading in a Foreign Language*.**

**Routledge.**

983--This comprehensive book by renowned scholars Paul Nation and Rob Waring accessibly covers all aspects of extensive reading in second and foreign language contexts. The book serves as a major update to the field on the topic, with current research findings on extensive reading as they relate to motivation, reading fluency, and vocabulary learning, among other topics. Clear and straightforward, it includes case studies, strategies, and methods for implementing and assessing effective extensive reading in the classroom and provides resources and tools for preservice teachers of ESL/EFL and foreign languages. Suitable for programs in TESOL and Applied Linguistics with courses in L2 reading, reading instruction, TESOL methods, and foreign language reading or teaching, it will appeal to students and preservice teachers as well as English language teaching professionals and EFL/ESL

teachers."Teaching Extensive Reading in Another Language is an invaluable addition to ER literature. While making readers aware of the complementary relationship between vocabulary learning from ER and deliberate vocabulary learning, the authors assert that ER is possibly the best remedy to problematic L2 curricula. Such a claim is assuredly justified by research and empirical findings. This book also makes ER accessible to practitioners by providing examples of ER practice, while simultaneously encouraging researchers to advance ER research by outlining methodological pitfalls. This volume can, therefore, be considered as a source of inspiration for existing and future ER proponents."â€”Mitsue Tabata-Sandom, *Reading in a Foreign Language* 32(1)

**Odo, D. M. (2020). The impact of extensive reading and affective factors on achievement in the EFL writing classroom. *Teacher Education Research*, 59(3), 385-398.**

820--Although research has begun to provide some insight into the effect of extensive reading (ER) on L2 writing performance, considerably less is known about how affective factors interact with ER and L2 writing. Therefore, an investigation of the relationship between these variables was conducted with university students to establish whether reading materials that are slightly above or slightly below the students' L2 reading proficiency level would better support their L2 writing development. A regression analysis was conducted to investigate the influence of three predictors which included amount of reading, readers' perceived difficulty and enjoyment of the texts on their grades in the same writing class where participants did the ER. Results were that in accordance with previous findings, greater amounts of ER predicted higher writing course grades. As well, more challenging ER material associated with greater writing class grade performance, but learner enjoyment of the ER materials did not relate to their L2 writing grades. These findings suggest that learners should read plenty of more challenging texts although how much they enjoy the texts may not matter as much as was previously believed.

**Owatari-Dorgan, J. Van Deusen, B. Rawson, T., & Tomoko Matsumoto, T. (2020, March).**

**Reflections on implementing ER across all first-year English classes at a university in Japan.**

**Journal of Second Language Acquisition (Nagasaki Kokusai Daigaku Ronso) Nagasaki International University**

**review, 20, 1-7.**

821--In this research, the authors conducted a program to introduce ER into all of the first-year English classes at a private university in Japan. A fundamental element of this program was helping teachers who were not familiar with the practice of ER to use it as a part of their curriculum. As a part of the implementation of this program, the researchers developed an extensive training program focused on familiarizing teachers with the practice of ER as well as a support program focused on ensuring their success with ER throughout the year. The researchers were able to determine that a majority of teachers involved in the program had a positive reaction to using ER in their classrooms and would be willing to continue with an ER program in the future. Moreover, a significant number of teachers found the training and support program helpful in acquainting them with ER. Additionally, the researchers were successful in supporting the University's school-wide reading goals of 100 books per student prior to graduation. Although the project was discontinued, the authors believe that the program developed for the research could be used to develop similar programs in the future.

**Park, A. (2020). A comparison of the impact of extensive and intensive reading approaches on the reading attitudes of secondary EFL learners. Studies in Second Language Learning and Teaching, 10, 337-358. 10.14746/ssllt.2020.10.2.6.**

672--Extensive reading (ER) which encourages second or foreign (L2) learners to engage in a great deal of reading, has long been recognized as an efficient approach in L2 reading pedagogy. While many attempts have been made to understand the effect of ER on the cognitive domains of L2 learners, there has been insufficient investigation into how ER influences their affective domains. Particularly, reading attitudes, one of the key elements of



affective factors involved in L2 reading, have received little attention. This classroom-based intervention study investigated the impact of ER on English as a foreign language (EFL) learners attitudes toward English reading compared to the influence of the traditional intensive reading (IR) approach. In addition, this study explored whether the impact of the ER approach on EFL learners reading attitudes is different depending on L2 proficiency. The study included two intact classes of EFL secondary learners (N = 72) who received either ER or IR instructional treatments for a 12-week period. For the results, ANCOVA showed that the ER approach fostered positive reading attitudes significantly more than the IR approach. In addition, the analysis indicated that the participants proficiency levels did not have a significant effect upon changes in their reading attitudes. That is, regardless of proficiency level, the ER approach demonstrated a significantly positive effect on participants reading attitudes in comparison with the IR approach.

**Ramonda, K. (2020). Extensive reading and class readers: The case for no choice.**

**ELTÂ Journal, 74(3), 277-286. <https://doi.org/10.1093/elt/ccaa017>**

880--The benefits of extensive reading (ER) are well known, yet integrating ER into curricula has been problematic. One factor is the adherence to the principle that students should freely choose what to read, which complicates connecting out-of-class reading with in-class content. Class readers, however, can more easily tie in book content with classroom activities, thereby allowing students to discuss their shared knowledge in a way that might foster motivation for reading and add legitimacy to ER as part of the curriculum. To investigate this further, in the current study, 137 undergraduate Japanese students of English were assigned six class readers and then freely chose six more graded readers. Using a mixed methods approach, student perceptions were collected, coded, and analysed. Contrary to expectations, many learners indicated a preference for class readers for numerous reasons. These findings suggest that class readers should not be discounted in ER programs.

**Stoeckel, T., McLean, S., & Nation, P. (2020). Limitations of size and levels tests of written receptive vocabulary knowledge. *Studies in Second Language Acquisition*, 1-23**

**<https://doi.org/10.1017/S027226312000025X>**

793--Two commonly used test types to assess vocabulary knowledge for the purpose of reading are size and levels tests. This article first reviews several frequently stated purposes of such tests (e.g., materials selection, tracking vocabulary growth) and provides a reasoned argument for the precision needed to serve such purposes. Then three sources of inaccuracy in existing tests are examined: the overestimation of lexical knowledge from guessing or use of test strategies under meaning-recognition item formats; the overestimation of vocabulary knowledge when receptive understanding of all word family members is assumed from a correct response to an item assessing knowledge of just one family member; and the limited precision that a small, random sample of target words has in representing the population of words from which it is drawn. The article concludes that existing tests lack the accuracy needed for many specified testing purposes and discusses possible improvements going forward.

**Sun, X. (2020). An exploration of students and teachers perceptions of a two-year extensive reading program in a Chinese secondary school. *The Reading Matrix: An International Online Journal*, 20(1), 201-219. <http://www.readingmatrix.com/files/22-a0623w45.pdf>**

668--To date, many studies have shown beneficial influences of extensive reading (ER) on second language or foreign language (L2/FL) acquisition in various aspects. However, limited research has been conducted to explore the implementation of extensive reading in L2/FL in secondary schools. This study focuses on a two-year ER program to investigate five secondary EFL teachers and eight students perceptions of ER and its implementation in a Chinese secondary school. Reading materials were original English novels, selected by teachers and students in the first stage and the second stage of the program respectively. Data were

collected through semi-structured interviews, students reading journals and various forms of documents related to the ER program. The findings of this study indicate that teachers guidance, supervision, and encouragement facilitate the implementation of ER in secondary schools. Meanwhile, reading original novels and keeping reading journals are beneficial for advanced and upper-intermediate EFL learners. However, secondary EFL teachers are still lacking in related training for ER implementation.

**Thomas, N., (2020). Incidental L2 vocabulary learning: Recent developments and implications for future research. *Reading in a Foreign Language*, 32(1),49-50.**

**<https://nflrc.hawaii.edu/rfl/item/439>**

758--The incidental or implicit learning of vocabulary has long been a topic of interest in various disciplines. In studies on foreign language acquisition, reading is often the activity that researchers use to generate their findings. *Reading in a Foreign Language* has maintained its position at the forefront of this research, consistently publishing manuscripts that support or refute previous findings, improve upon past research designs, or offer new perspectives on existing issues. The current article adds to this ongoing collection of texts by first discussing, in brief, the extent to which incidental vocabulary learning has been shown to be possible in past research. It then discusses recent innovations in research, homing in on two studies in particular that have been selected due to their unique implications for research and practice: the use of code-switched texts and a new construct, dynamic exposure. The discussion section will expand on the ideas these studies introduce, suggesting future directions for research and further implications for practitioners.

**Tusmagambet, B. (2020). Effects of Audiobooks on EFL Learners' Reading Development: Focus on Fluency and Motivation. *English Teaching*, 75(2), 41-67.**

**<http://files.eric.ed.gov/fulltext/EJ1267146.pdf>**

939--This study examined the effects of an intervention using audiobooks for the development of reading fluency, in terms of reading speed, reading comprehension, and motivation to read among Kazakhstani English as a foreign language (EFL) ninth-grade learners in the K&#228;11 system. Silent reading with audiobooks (experimental group) and silent reading only (control group) were compared with a mixed-method study design, a reading motivation questionnaire, and a semi-structured interview. Quantitative data analysis was conducted using analysis of covariance (ANCOVA). The experimental group was found to significantly outperform the control group in reading speed while preserving substantial comprehension of the texts. The results further revealed that, while both groups&#228;™ motivation level increased, no statistically significant difference was found between the experimental and control groups, suggesting that the use of audiobooks was not superior to silent reading for motivation enhancement. Nevertheless, a qualitative analysis of data obtained from the interviews revealed that the use of audiobooks had an overall positive effect on students&#228;™ attitudes toward the use of audiobooks and reading comprehension. The study concludes with a discussion of limitations and suggestions for future research.

**Zhou, J., & Day, R. R. (2020). The incidental learning of L2 Chinese vocabulary through reading. *Reading in a Foreign Language*, 32(2), 169-193. <https://nflrc.hawaii.edu/rfl/item/447>**

786--The study investigated the effect of marginal glossing and frequency of occurrence on the incidental learning of six aspects of vocabulary knowledge through reading in the second language (L2) Chinese. Participants were 30 intermediate L2 Chinese learners in an American public university. The MACOVA tests indicated that the treatment group who read with marginal glossing significantly outperformed ( $F = 6.686, p < 0.01$ ) the control group who did not read with marginal glossing on six aspects of vocabulary knowledge after reading two stories. Significant differences were found on receptive word form, productive word form, receptive word meaning, and productive word grammatical function. The two-way ANOVA test

suggested that the treatment group performed consistently better on learning words repeated three times and one time, and there was no interaction between the groups and the frequency of occurrence the words. The findings indicated that reading interesting and comprehensible Chinese stories can be beneficial for the learning of Chinese words.

**Alalwany, F. S. (2019). Enhancing Reading Skill via ReadTheory.org: Students' Attitudes, Motivation, Autonomy and Perceptions, University of Leeds, School of Education, U.K. (M.A. Thesis). Retrieved from Arab World English Journal (ID Number: 273). March 2021: 1-81. <https://doi.org/10.24093/awej/th.713>**

912--Studies into the use of gamification, the use of game design elements in non-game contexts

(Deterding et al, 2011, p9) for language learning, has found positive results on language development and enhancing learner engagement toward the learning process, but they have mostly focused on the effectiveness of gamification rather on learner's attitudes, motivation, and

autonomy toward the gamified language learning experience. This research presents the results

for a study into the use of a gamified reading website, Readtheory.org, that incorporates the use

of gamification elements of badges, knowledge points (KPs), levels, and feedback to enhance reading comprehension. Thus, this study examines 50 undergraduate university students' attitudes, motivation, autonomy and perceptions toward enhancing their reading skills. The data

were collected from students' interviews and questionnaires at YELI in KSA. The findings showed that students' attitudes are high toward the gamified platform and that the utilization of Readtheory motivates students to read independently using the website inside and outside the

classroom. The main advantage of Read theory is it can be easily used anywhere-anytime, a better alternative to traditional reading methods and it can be adopted to enhance students' reading comprehension.

**Arai, Y. (2019). Extensive reading definitions, effectiveness, and issues concerning practice in the EFL classroom: Japanese teacher trainees' perceptions. *Journal of Extensive Reading, 7*, 15-31. <https://jalt-publications.org/content/index.php/jer/article/view/476/67>**

899--This study empirically examined the perceptions of extensive reading (ER) among Japanese English-as-a-foreign-language (EFL) teacher trainees. Thirty-four Japanese undergraduate and graduate students taking EFL teacher training courses at seven universities participated in a questionnaire survey on perceived ER definitions, effects, and practical challenges. Participants' questionnaire responses were analyzed both quantitatively and qualitatively. Results revealed that 1) some participants' ER definitions differed among themselves as well as from those proposed in previous research; 2) while most of the participants agreed with ER effectiveness in developing reading and writing proficiencies, a majority of them did not consider ER as beneficial to developing listening and speaking proficiencies; and 3) the participants had some concerns on future ER practice including how to implement ER. These findings suggest that the participants may become teachers while holding some misconceptions of ER and its practice, and indicate the necessity of future research on ER challenges at the stage of teacher training.

**Bourtorwick, T. J., Macalister, J., & Elgort, I. (2019). Two approaches to extensive reading and their effects on L2 vocabulary development. *Reading in a Foreign Language, 31*(2), 150-172. <https://nflrc.hawaii.edu/rfl/item/423>**

677--One avenue for developing second language (L2) vocabulary knowledge is through

Extensive Reading (ER). ER can provide opportunities for incidental learning to occur. Class time is often too restricted for sufficient attention to deliberate learning (Hunt & Beglar, 2005) meaning ER is important for L2 vocabulary development. This article builds on ideas in the recent two-part Reading in a Foreign Language ER discussion forum by investigating two implementations of ER and their effects on L2 vocabulary development: a traditional ER- only approach, and an ER-plus approach which supplements ER with post-reading discussion implemented in small groups. L2 English learners enrolled at a university in Aotearoa, New Zealand read five graded readers during normal class time. Latent Semantic Analysis was used to measure the development of word association knowledge of 60 target words. The findings revealed facilitative effects of both ER approaches. Supplementing ER with discussion provided opportunities for further development.

**Chang, A. (2019). Effects of narrow reading and listening on L2 vocabulary learning: Multiple dimensions. *Studies in Second Language Acquisition*, 41(4), 769-794.**

**<https://doi.org/10.1017/S0272263119000032>**

714--Sixty target words were selected from two sets of graded readers. One set contained three readers with the same title, *The Railway Children*, and the other set, three books about Sherlock Holmes. Students chose one of the two sets to read and were given a pretest, an immediate posttest, and a five-week delayed posttest on their acquisition of spelling, aural meaning, written meaning, and use. Five fixed factors (time, frequency of word occurrence, glossing, word frequency levels, and four dimensions of vocabulary knowledge) in vocabulary learning and a random variable (the participants) were analyzed with generalized linear mixed models. The results show that the odds of improvements in the knowledge of written and aural meanings were significantly better than those for the knowledge of spelling and usage. Significant interaction effects were found between time and other fixed factors, with the exception of glossing. Pedagogical implications of the results are discussed.

**Chang, A. C.-S. (2019). The Effects of Repeated Oral Reading Practice on EFL Learners' Oral Reading Fluency Development. The Reading Matrix 19(2).**

**<http://www.readingmatrix.com/files/21-r9k89pn8.pdf>**

756--This study explored the effects of repeated oral reading practice on EFL learners' oral reading fluency development over a three-month period. The participants were 44 hospitality majors, divided into four different subgroups according to language proficiency (LP 1-4, in which 1 was the lowest and 4 the highest). To examine the changes of students' oral reading rates, rates were compared between texts with repeated practice (during the intervention) and texts without practice (before and after the intervention). Each week the students practiced 1-3 reading passages in class, and each passage was read a minimum of five times, and the practice rates were recorded. A generalized linear mixed effect model was used to analyze their oral reading rate changes before, during, and after the intervention. The results showed that significant differences across different LPs were found when comparing the rates on texts with and without repeated practice; however, all groups made comparable improvements after the 12-week intervention, with 21, 30, 38, and 22 words per minute (wpm) for LP1, 2, 3, and 4 respectively. Despite the comparable improvements from the pre-test to the post-test, there was still considerable room for improvement for LP1 and LP2. The results have pedagogical implications for developing students' sight and oral vocabulary.

**de Lozier, C. D. (2019). Motivation, proficiency and performance in extensive reading.**

**International Journal of Innovation and Research in Educational Science, 6(3), 442-453.**

804--Motivation and reading proficiency are key factors in student performance in English language learning extensive reading programs (ER). Digital ER programs provide teachers an ability to conveniently monitor students' progress and provide researchers a new opportunity to quantitatively and reliably analyze the collated reading data for reading habits and performance. This paper analyzed the performances of 205 university students, across three



levels of proficiency, in the online ER program Xreading VL under two different approaches, one with no predetermined goals, where students relied on their intrinsic motivation to read books, and one with well-defined reading goals so that students were motivated extrinsically to read. The data shows that reading performance and enjoyment vary between different levels of proficiency when students are subjected to different motivational requirements. High and intermediate level readers perform better and enjoy reading more under intrinsic conditions while low level readers benefit greatly from extrinsic motivational requirements.

**Demirci, H. C. (2019). Extensive reading in the English as a second language classroomâ€™ motivating and engaging male Emirati students in a higher education context. Dissertation: The University of Liverpool (United Kingdom).**

805--The purpose of this phenomenological study is to discover factors that motivate male Emirati ESL students studying in a higher education Foundation program to read extensively in English. Research questions seek to discern motivational factors, underlying motivational constructs, practical strategies used to motivate the male students to read and how these approaches could be utilized in a wider context in the future. The study is novel due to lack of qualitative research from the perspective of students and teachers in the field of extensive reading in differing contexts. The research will also serve to fill the gaps in the area of L2 reading motivation. The data was gathered using semi-structured interviews with male students and focus group with teachers involved in an extensive reading program (ERP) in an attempt to draw on the lived experiences of the participants. The need for the study was apparent due to the perceived lack of reading in English when the male students enter higher education with the aim to study English affording access to undergraduate studies in higher education. The development of reading fluency is considered a requirement for language learning and enhancement of cognition for self-development purposes so that individuals can flourish in higher education. An interpretive phenomenological analysis was adopted using

bracketing and reduction of the transcribed interviews and focus groups to develop a table of master themes to explain the phenomenon of reading motivation among male Emirati ESL students. The findings suggest the teacher's role is that of a 'coach', a role much more influential than was once thought. Extrinsic motivation is an essential component of the process of change and once situational interest and stimulating tasks shrouded in positivity are used the transformation of extrinsic motivation to intrinsic motivation becomes apparent. A range of recommendations were made including the implementation of the extensive reading program throughout the whole institution and applying the same methodology in the Arabic language programs. At the same time the intricacies of motivating students in an unfamiliar context needs to be considered. The study concludes by suggesting the issues raised be addressed by institutional administrators so that extensive reading programs in English become an integral part of the reading curriculum in ESL programs throughout the UAE and the wider Arab world.

**Gass, S., Winke, P., Isbell, D. R., & Ahn, J. (2019). How captions help people learn languages: A working-memory, eye-tracking study. *Language Learning & Technology*, 23(2), 84-104. <https://doi.org/10125/44684>**

780--Captions provide a useful aid to language learners for comprehending videos and learning new vocabulary, aligning with theories of multimedia learning. Multimedia learning predicts that a learner's working memory (WM) influences the usefulness of captions. In this study, we present two eye-tracking experiments investigating the role of WM in captioned video viewing behavior and comprehension. In Experiment 1, Spanish-as-a-foreign-language learners differed in caption use according to their level of comprehension and to a lesser extent, their WM capacities. WM did not impact comprehension. In Experiment 2, English-as-a-second-language learners differed in comprehension according to their WM capacities. Those with high comprehension and high WM used captions less on a second viewing. These

findings highlight the effects of potential individual differences and have implications for the integration of multimedia with captions in instructed language learning. We discuss how captions may help neutralize some of working memory's limiting effects on learning.

**Grossman, B. H. (2019). Measuring Engagement in ER: Individual vs. Group Activities. Journal of Extensive Reading, 7, 33-48.**

**<https://jalt-publications.org/content/index.php/jer/article/view/474>**

900--This article discusses the intent, methods, data analyses of a one-semester quantitative investigation examining the question: Does the method (Individual vs. Group) of selecting a graded reader affect student engagement in an Extensive Reading activity? The discussion presents evidence that learner engagement in ER-related activities is affected by whether the individual or group chooses the reader. According to the results of the weekly questionnaire data, first-year university students in Japan who choose readers individually will likely be more concentrated when discussing their reader with other students. Other significant results appear in the variables of Discussion and Selection, both relating to Enjoyment. These results tentatively suggest that when participants select readers individually, they enjoy the discussion slightly more, but when they select readers as a group, they enjoy the selection process more. The data points indicating significance, even though effect sizes ranged from medium to very small, are an indication that there is a possible relationship between engagement and individual/group reading choices for these variables.Â

**Ivone, F. M., & Renandya, W. A. (2019). Extensive listening and viewing in ELT. TEFLIN Journal, 30(2), 237â€“256. <https://doi.org/10.15639/teflinjournal.v30i2/237-256>**

942--Inspired by the success and informed by the principles of the Extensive Reading (ER) approach, Extensive Listening (EL) and Viewing have started to gain the attention of both L2 researchers and practitioners. The purpose of this paper is to examine the theoretical and

research base of EL and the extent to which it is similar to or different from ER, discuss its language learning benefits for L2 students in different learning contexts, and explore different ways EL can be productively implemented in the classroom. Practical suggestions on how to source for freely available EL materials on the Internet and how these can be pedagogically used to enhance language proficiency are also offered. We believe that EL, when systematically implemented, can not only enhance students' listening skills but also have a positive influence on the students' overall language development.

**Karimpour, B., Ameri-Golestan, A., & Salehi, H. (2019). Effects of narrow reading versus wide reading on Iranian EFL learners' incidental vocabulary acquisition. The 7th National Congress on Applied Research: Language Studies (ELSCONF07).**

**[https://www.academia.edu/67726747/The\\_effects\\_of\\_reading\\_on\\_incidental\\_vocabulary\\_acquisition\\_in\\_EFL](https://www.academia.edu/67726747/The_effects_of_reading_on_incidental_vocabulary_acquisition_in_EFL)**

976--This study generally aimed at examining the most effective method of acquiring incidental L2 vocabulary among EFL learners. More specifically, it investigated the effect of two various types of reading texts (i.e., narrow and wide texts) on Iranian intermediate EFL learners' incidental vocabulary acquisition. This pretest/posttest study lasted for five sessions and the participants were given 10 different passages including some articles and short stories (5 narrow and 5 wide reading texts) to read as the treatment. They were requested to enjoy reading the texts to guess the meanings of the new vocabulary items. Then, they were asked some questions based upon the texts.

Afterwards, multiple choice tests were employed to assess various levels of word knowledge acquired through different types of texts. The scores of the immediate posttests were compared with the results from the delayed posttests to find out whether there was any significant difference after they had been exposed to the narrow and wide texts. The findings showed a statistically significant difference in the immediate posttest in favor of narrow reading over wide reading. The participants were more successful at acquiring incidental vocabulary items when they were exposed to narrow reading texts compared to wide reading texts. Nonetheless, even wide reading texts also have a significant effect on the acquisition of incidental vocabulary items.

**Klassen, K., & Allan, T. (2019). Evaluating an extensive reading course. *Language Research Bulletin*, 33, 22-33. <https://ci.nii.ac.jp/naid/120006650279/>**

715--An extensive reading (ER) component of an academic skills course for first year university Japanese L2 English readers is introduced. The rationale for ER is students can enhance their general reading skills, including reading speed and global comprehension, as well as improve word recognition automaticity. Course design draws on Nation's (2007) Four Strands for language development. Formative course evaluation is carried out to investigate: whether the main attributes of ER are met, and to what extent students benefit from ER. Data collection included: word counts to determine the amount of ER accomplished; timed reading scores to determine reading speed improvement; baseline vocabulary level testing; and student feedback. Preliminary data analysis indicates that there was a large amount of reading accomplished by participants, a significant increase in reading speeds and a positive response to the course from students. The paper concludes with a few directions for future course

evaluation.

**Klassen, K., & Green, M. (2019). Comparing the effect of two extensive reading treatments on receptive vocabulary knowledge. *Language Research Bulletin*, 34, 17-25.**

815--The aim of this quasi-experimental study is to investigate the effect of extensive reading (ER) on Japanese L1 learners' receptive knowledge of high frequency English vocabulary. This study adds to existing research into the impact of ER on lexical acquisition by comparing two groups who did ER for different lengths of time, and utilising a validated testing tool as part of the assessment. The vocabulary knowledge of participants (N = 78) was pre- and post-tested using the Vocabulary Levels Test. Group 1 did ER for ten weeks and studied abroad for six weeks; Group 2 did ER for 30 weeks and did not study abroad. A Mann-Whitney test found no statistically significant difference between the groups in terms of vocabulary gains. A small effect was found for the number of words read and vocabulary gains for Group 2. These results suggest there is no difference in high frequency vocabulary gains between the students who did extensive reading over a longer period, and those who did ER for a shorter period and studied abroad. Another important finding was that the learning gains were small in comparison to other published ER studies. Possible explanations for the small gains, and limitations, are discussed.

**Kramer, B., & McLean, S. (2019). L2 reading rate and word length: The necessity of character-based measurement. *Reading in a Foreign Language*, 31(2).**

**<https://nflrc.hawaii.edu/rfl/item/425>**

681--Reading rate, usually measured in words per minute, is a common operationalization of reading fluency in second language (L2) research and pedagogy. However, the impact of word length is often not addressed. This paper presents two studies showing how the number of characters in a text influences L2 reading time, independent of word counts, within

classroom-based activities for Japanese university English as Foreign Language students. In Study 1, students (N = 160) read two sets of graded texts manipulated to differ only in the total number of characters. The texts with more characters required significantly more time to read, with a small effect size. In Study 2, the average reading times for students (N = 27) throughout a semester-long timed reading course were strongly associated with text length as measured in characters, controlling for differences in word counts. Together these studies support the inclusion of character-based counting units when measuring L2 reading rate or reading amount.

**Lyddon, P. A., & Kramer, B. (2019). Connecting extensive reading to TOEIC performance. In F. Meunier, J. Van de Vyver, L. Bradley & S. Thouvenin (Eds), CALL and complexity -- short papers from EUROCALL 2019, pp. 257- 262. <https://doi.org/10.14705/rpnet.2019.38.1019682>**

682--Although Extensive Reading (ER) has been shown to increase reading fluency and comprehension, such benefits are generally slow to appear. The present study investigated the possible contribution of ER to single-semester Test of English for International Communication (TOEIC) reading gains. The participants were 497 first-year students from two annual cohorts at a tertiary institution in Japan. All took a preliminary TOEIC before enrolling in the online ER system Xreading, which awarded them a word count for successfully completing a short quiz on each book they read for homework. Hierarchical linear regression analyses of end-of-semester ER words read and TOEIC reading scores showed a consistent positive relationship between the two. However, semester increases in the former were not reflected by proportional gains in the latter, a finding possibly explained by greater consistency in ERs implementation across course sections over time. In short, ER words read might in fact be a proxy for general compliance in homework completion rather than a direct cause of TOEIC reading score improvement.

**Macalister, J. & Webb, S., (2019). Can L1 children's literature be used in the English language classroom? High frequency words in writing for children. Reading in a Foreign Language, 31(1),62-80. <https://nflrc.hawaii.edu/rfl/item/417>**

752--A challenge in reading research, and particularly extensive reading research, is how to manage the transition from the top of graded reading schemes to authentic texts which may be separated from each other by up to 5,000 word families. While texts written for native-speaker children have been recommended at times, recent research has shown that the lexical load of these texts was of similar difficulty to that of texts written for adults. In this paper we investigate whether it is possible to identify a specialist high frequency list in writing for children, and the impact of any such list on readability for language learners with a 2,000-word family vocabulary size. We found a list of 245 word families provided almost 3.4% coverage for such learners, thus making the use of L1 children's literature possible in the English language, and especially the English as a foreign language (EFL), classroom.

**Manara, C. (2019). Revisiting an English extensive reading program in a low  
resources setting. Indonesian JELT: Indonesian Journal of English  
Language Teaching, 14(1), 71-88. <https://doi.org/10.25170/ijelt.v14i1.1419>**

928--This paper is a teacher's critical reflection on the implementation of an Extensive Reading (ER) Program in a teaching context with low resources of commercial graded readers. The paper presents the teacher's dialogue with the ten principles for ER in designing and implementing an ER program. During this process, there are several issues related to the education system and culture as well as the availability of L2 resources. The paper firstly starts with the initial reflection on the previous practices on teaching English reading at a tertiary level to identify the problems. Next, the rationale for initiating an Extensive Reading Course is laid out. Then, samples of teaching activities implemented during the program are presented. Lastly, reflective evaluation of the program is presented with several contextual and



pedagogical considerations in working at a low English "commercial" resources context.

**McQuillan, J. (2019). Where do we get our academic vocabulary? Comparing the efficiency of direct instruction and Free Voluntary Reading. Reading Matrix, 19(1), 129-138. Retrieved from <http://www.readingmatrix.com/files/20-d7ceydef.pdf>**

667--Some researchers have argued that low-achieving students may never acquire sufficient levels of academic vocabulary to be successful in school without some form of explicit vocabulary instruction (e.g. Snow, Lawrence, & White, 2009). In this paper, I summarize the available data on the efficiency, in words learned per minute of instruction, of explicitly teaching academic vocabulary. I also examine another possible source for academic vocabulary knowledge: pleasure reading, or what Krashen (2004) refers to as "free voluntary reading." A large corpus of popular, young adult fiction is analyzed to assess the likelihood that academic words can be acquired at least in part through reading. Comparing the relative efficiency of direct instruction and free reading, I found that reading is between two and six times more efficient than explicit teaching of academic vocabulary.

**McQuillan, J. L. (2019). The inefficiency of vocabulary instruction. International Electronic Journal of Elementary Education, 11(4), 309-318.**  
**doi:<http://dx.doi.org/10.26822/iejee.2019450789>**

664--Several researchers have advocated explicit instruction of vocabulary in order to help students improve their reading comprehension, especially low-achieving readers who need to "catch-up" to their age peers. Very few studies, however, have attempted to compare the time efficiency of direct instruction to its alternatives. In this review, I calculate the efficiency of vocabulary instruction in 14 studies taken from a recent research review (Wright & Cervetti, 2017). I then compare those results with estimates of vocabulary acquisition via a likely alternative source of vocabulary growth, free reading. Free reading was found to be 1.7 times

more efficient than direct instruction in building vocabulary in short-term treatments, and 12 times as efficient for long-term treatments.

**Milliner, B. (2019). Comparing extensive reading to extensive reading-while-listening on smartphones: Impacts on listening and reading performance for beginning students. The Reading Matrix, 19(1), 1-19. <http://www.readingmatrix.com/files/20-81br6g10.pdf>**

716--This study traced the development of beginner-level (CEFR A1 and A2) Japanese university English learners' listening and reading skills (n = 58). Improvements in listening and reading performance were compared among three groups of low proficiency EFL students: (1) learners who simultaneously read while listening to over 100,000 words from graded reader audiobooks (n = 19), (2) learners who read over 100,000 words from digital graded readers (n = 17), and (3) a control group who were not required to do any extensive reading (n = 22). Changes in listening proficiency were evaluated by: (1) changes in TOEIC listening test scores, and, (2), changes in listening vocabulary levels test (LVLT) results, while developments in reading proficiency were evaluated by: (1) changes in TOEIC reading test scores. While the reading-while-listening group achieved significant gains across all measurements, and in comparison to the reading group, achieved better post-treatment results, the strong performance from the control group makes it difficult to conclude that extensive reading-while-listening is the most effectual approach for lower proficiency EFL learners.

**Mitchell, C. (2019). Preparing for extensive reading in an English communication course: An MReader solution. PanSIG 2018 Journal, 145-154.**

**[https://pansig.org/publications/2018/PanSIG\\_2018\\_Journal.pdf](https://pansig.org/publications/2018/PanSIG_2018_Journal.pdf)**

930--As of April 2018, Reitaku University has made (ER) a compulsory part of its English for Communication

classes. This reflects the reforms in modern education in Japan. MReader is presented as a

solution to

a standardized platform for implementing ER by using existing university library resources.

This paper

gives background and documents the first step to introducing MReader as a university-wide

ER platform

for English for Communication. The paper considers data of seventeen teachers' beliefs of

ER and the

obstacles faced when using ER at Reitaku University. These teacher beliefs are discussed

regarding the

decision to implement MReader to standardize the ER program.

**Mizuno, K. (2019). Type and token frequency of conventional linguistic units in extensive graded reading. *Journal of Extensive Reading*, 7, 1-14.**

**<http://jalt-publications.org/content/index.php/jer/article/view/301/59>**

717--Previous studies on incidental vocabulary learning from reading were based on the idea of repetition (e.g., Horst, 2005; Pigada & Schmitt, 2006; Waring & Takaki, 2003; Webb, Newton, & Chang, 2013) which has its roots in the comprehensible input hypothesis (Krashen, 1985). This study demystifies the fundamental idea of repetition in terms of learning conventional linguistic units (Langacker, 2008) from extensive graded reading (EGR). In order to explore the frequency effects of conventional linguistic units in EGR, a corpus of 60 graded readers was constructed and analyzed from a perspective of the usage-based model (Tomasello, 2003). The results show that the token frequency of conventional linguistic units is low in the corpus, and indicate that EGR practitioners need to contrive ways to have learners pay more attention to them in the contexts of stories and effectively entrench them in memory.

**Niwa, S. (2019). The role of inference in second language reading comprehension:**

**Developing inferencing skill through extensive reading. Masters Thesis, 792.**

[https://scholarworks.umass.edu/masters\\_theses\\_2/792](https://scholarworks.umass.edu/masters_theses_2/792)

718--The purpose of this study is to determine whether extensive reading has positive effects on developing inferencing skills. Extensive reading is a language learning method of reading large amounts of comprehensible texts. This method limits the use of dictionaries while reading; therefore, extensive readers have greater practice in dealing with unfamiliar words than non-extensive readers. One of the ways to deal with unfamiliar words is to infer the meaning of the word using contextual clues. Knowing how to infer the meaning of unknown words is a helpful skill for language learners. Due to the fact that extensive readers have a greater practice in dealing with unknown words, this study examines whether there are any differences in the precision of inferencing skills between extensive readers and non-extensive readers. There were 39 participants analyzed in this study, 28 non-extensive readers and 11 extensive readers. The results showed that extensive reading has positive effects on language learners' inferencing skills. In terms of accuracy, we could not see a statistical difference; however, the extensive readers had a higher percentage in accurately inferring the word meaning. In terms of the use of knowledge sources, extensive readers were able to choose the appropriate knowledge source when inferring the target word. These results indicate that extensive reading can enhance language learners' inferencing skills.

**Ramezanali, N., & Faez, F. (2019). Vocabulary learning and retention through multimedia glossing. *Language Learning & Technology*, 23(2), 105-124. <https://doi.org/10125/44685>**

781--Drawing on Mayer's (2014) cognitive theory of multimedia learning, the purpose of this study was to examine which modes of gloss presentation (i.e., L2 definition, aural, and video animation) are effective for learners' vocabulary learning and delayed word recollection. One control group and three experimental groups were formed by 132 intermediate language learners. Pre- and post-tests of productive recall and multiple-choice productive recognition

were administered, and learners' perceptions toward glossing were examined through a questionnaire and interviews. Quantitative data were analyzed using ANCOVA, and themes that emerged from the qualitative data were identified. The quantitative findings revealed that dual glossing modes were more effective than single glossing modes for many test sessions. However, single glossing was also effective for a few test sessions. The questionnaire and interview data showed that learners preferred the dual glossing mode of L2 definition and video animation. The findings provide insights for vocabulary learning and teaching.

**Salimi, E. A., & Mirian, E. S. (2019). The effect of L1 glosses for abstract words on English reading comprehension. *The Reading Matrix*, 7(1), 181-196.**

**<http://www.readingmatrix.com/files/20-th6ehz28.pdf>**

720--This mixed-method research investigates the impact of L1 glossing in Persian for abstract words on reading comprehension in English. It also examines learners' attitudes towards abstract glossed words while engaged in reading. Sixty students in Iranian language institutes were recruited to participate in the quantitative part of the study. Twenty participants from those who involved in the first phase were interviewed in the qualitative part of the study. In the quantitative phase of the study, the participants were placed into control and experimental groups and were taught for eight sessions. The participants in the control groups had access to L2 glosses (English) for abstract words whereas the participants in the experimental groups were provided with L1 glosses. The data were analyzed using T-test. The quantitative findings revealed that those who read L1 (Persian) glossed texts outperformed their counterparts who received L2 glosses in reading comprehension. The qualitative data showed that participants held a positive attitude towards L1 glosses for abstract words. This attitude was associated with lack of ability in predicting the meaning of abstract words and reinforced by the word-by-word decoding strategy for reading comprehension and time limitation. The implications of the study are discussed.

**Shimono, T. R. (2019). The effects of repeated oral reading and timed reading on L2 oral reading fluency. *The Reading Matrix*, 7(1), 139-154.**

**<http://www.readingmatrix.com/files/20-0207e343.pdf>**

721--The effects of repeated oral reading and timed reading on L2 oral reading fluency were examined among Japanese university students (n = 50) over 12 weeks. Three quasi-experimental groups were used in the study. Group 1 practiced two types of reading: Repeated oral reading with chunking practice and timed reading. Group 2 did timed reading only. Group 3 served as the comparison group. The participants were rated on their oral reading fluency of a short passage before and after the treatment period in terms of prosody, accuracy, and speed. The results showed that both treatment groups made statistically significant within-subjects oral reading fluency gains. Between-subjects tests indicated that Group 1 outperformed both Group 2 and the comparison group by the end of the treatment. Additionally, there were no statistically significant differences found between Group 2 and the comparison group. Finally, it was shown that Group 1 made the most improvements in terms of the rhythmic aspects of their oral reading production, Group 2 gained the most in terms of speed, and Group 3 made negligible gains. These results provide empirical evidence of the benefits of repeated oral reading and timed reading on the development of L2 oral reading fluency.

**Stephens, M., (2019). Response to Aka: Supplementing extensive reading with bi- & multi-modal input. *Reading in a Foreign Language*, 31(2), 291-295.**

**<https://nflrc.hawaii.edu/rfl/item/429>**

754--\*[Abstracted from response] According to Aka (2019), one advantage of extensive reading is that it presents a vastly greater amount of vocabulary than that is found in Japanese school textbooks. The extent of input is clearly important, but so is the quality. This paper argues that the mono-modal input mode of extensive reading programs neglects critical

features for reading comprehension, such as intonation, which could be provided with bi-modal input. Many of the findings about bi- and multi-modal input have appeared after Aka's (2019) data collection. Those building on Aka's work could expand her first research question "Will a one-year extensive reading instruction program improve learners' language knowledge (grammar and vocabulary) and reading abilities?" (p. 5) to "Will a one-year bi- (or multi-) modal extensive reading instruction program improve learners' language knowledge (grammar and vocabulary) and reading abilities?".

**Teng, (M.) F. (2019). Retention of new words learned incidentally from reading: Word exposure frequency, L1 marginal glosses, and their combination. Language Teaching Research. Advanced online publication. <https://doi.org/10.1177/1362168819829026>**

722--This article examines the influence of different reading conditions (i.e. reading only and reading with first language marginal glosses), number of word encounters (one, three, and seven) while reading, and combinations of these two variables on new word retention. This study considered a total of six possible combinations. Six groups of Chinese learners of English as a foreign language (EFL) (n = 240) were randomly selected and each assigned to a condition including 15 target lexical items. Each treatment session lasted for 5 weeks. One delayed test, containing four dimensions of vocabulary knowledge, was intended to measure learners' retention of unknown words. The delayed test was administered 2 weeks after the experiment and was not disclosed to the learners in advance. The groups whose reading was accompanied by first-language (L1) marginal glosses scored significantly higher than the reading-only groups. The increased effectiveness of repeatedly encountering target lexical items was more pronounced in the reading experiment including L1 marginal glosses. The combination of L1 marginal glosses and seven encounters was found to be the most effective combination for lexical item retention. This study highlighted the effectiveness of repeatedly encountering target words and being provided with L1 marginal glosses to retain new words

incidentally learned from reading. The conditions and relevant teaching implications are discussed in this study.

**Varol, B., & ErÅşetin, G. (2019). Effects of gloss type, gloss position, and working memory capacity on second language comprehension in electronic reading. *Computer Assisted Language Learning*, 1-25. <https://doi.org/10.1080/09588221.2019.1643738>**

768--This study explores the role of glosses and working memory capacity (WM) in second language (L2) learners' recall and comprehension in electronic reading. Glosses were investigated in terms of the type of information they provided (lexical versus topic-level) and their location on the screen (pop-up window versus separate window). One hundred-twenty highly proficient participants were classified into high- and low-WM groups and were assigned to one of the four treatment conditions, namely pop-up window topic-level glosses, separate window topic-level glosses, pop-up window lexical glosses, separate window lexical glosses. The participants were asked to read an electronic text while a built-in tracking software recorded their interactions. After reading, the participants were given a free recall task and a multiple choice comprehension test. Findings showed that the effects of gloss content depended on the type of task used to gauge comprehension while the effect of gloss location was less clear-cut. Additionally, WM capacity played a major role in comprehension. Probing into the participants' use of annotations revealed that lexical glosses led to longer reading times and pop-up conditions triggered more frequent look-up behavior.

**Vaughn, S., Martinez, L. R., Williams, K. J., Miciak, J., Fall, A., & Roberts, G. (2019). Efficacy of a high school extensive reading intervention for English learners with reading difficulties. *Journal of Educational Psychology*, 111(3), 373. doi:<http://dx.doi.org/10.1037/edu0000289>**

666--This study examined the effects of Reading Intervention for Adolescents, a 2-year extensive reading intervention targeting current and former English learners identified as



struggling readers based on their performance on the state accountability assessment. Students who enrolled at three participating urban high schools were randomly assigned to the Reading Intervention for Adolescents treatment condition (n = 175) or a business-as-usual comparison condition. Students assigned to the treatment condition participated in the intervention for approximately 50 min daily for 2 school years in lieu of a school-provided elective course, which business-as-usual students took consistent with typical scheduling. Findings revealed significant effects for the treatment condition on sentence-level fluency and comprehension (g = 0.18) and on a proximal measure of vocabulary learning (g = .41), but not on standardized measures of word reading, vocabulary, or reading comprehension (g range:  $\hat{\alpha}$ 0.09 to 0.06). Post hoc moderation analyses investigated whether initial proficiency levels interacted with treatment effects. On sentence-level fluency and comprehension and on vocabulary learning, initial scores were significantly associated with treatment effects-however, in opposite directions. Students who scored low at baseline on sentence reading and comprehension scored relatively higher at posttest on that measure, whereas students who scored high at baseline on the proximal vocabulary measure scored relatively higher at posttest on that measure. The discussion focuses on the difficulty of remediating persistent reading difficulties in high school, particularly among English learners, who are often still in the process of acquiring academic proficiency in English.

**Zhang, Z.Y. & Webb, S., (2019). The effects of reading bilingual books on vocabulary learning. *Reading in a Foreign Language*, 31(1),108-139. <https://nflrc.hawaii.edu/rfl/item/149>**

753--This study investigated the effects of reading bilingual books on vocabulary learning. Eighty-two Chinese English as a foreign language (EFL) learners read different versions of the same text: English-only text, English text with target words glossed, English text followed by the Chinese text, and Chinese text followed by the English text. A pretest, immediate posttest, and delayed posttest were used to measure incidental vocabulary learning. The findings

showed that (a) all four groups made significant gains in lexical knowledge, (b) those who read glossed text and bilingual text had significantly durable knowledge gain, (c) the participants who read glossed text or read the English version of the text before the Chinese version had significantly higher scores text in the immediate posttest than the participants who read the English-only text, and (d) the participants who read bilingual texts had significantly higher scores on the delayed posttest than those who read the English-only text.

**Elgort, I., Brysbaert, M., Stevens, M., & Van Assche, E.**

**(2018). Contextual word learning during reading in a**

**second language: An eye-movement study. *Studies in***

***Second Language Acquisition*, 40(2), 341-366. <https://doi.org/10.1017/S0272263117000109>**

905--Reading affords opportunities for L2 vocabulary acquisition. Empirical research into the pace and trajectory of this acquisition has both theoretical and applied value. Charting the development of different aspects of word knowledge can verify and inform theoretical frameworks of word learning and reading comprehension. It can also inform practical decisions about using L2 readings in academic study. Monitoring readers' eye movements provides real-time data on word learning, under the conditions that closely approximate adult L2 vocabulary acquisition from reading. In this study, Dutch-speaking university students read an English expository text, while their eye movements were recorded. Of interest were patterns of change in the eye movements on the target

low-frequency words that occurred multiple times in the text, and whether differences in the processing of target and control (known) words decreased over time. Target word reading outside of the familiar text was examined in a posttest using semantically neutral sentences. The findings show that orthographic processing develops relatively quickly and reliably. However, online retrieval of meaning remains insufficient for fluent word-to-text integration even after multiple contextual encounters.

**Aka, N. (2018) Reading performance of Japanese high school learners following a one-year extensive reading program, *Reading in a Foreign Language* 31(1), 1-18.**

**<https://nflrc.hawaii.edu/rfl/item/414>**

726--The present study investigates the effects of extensive reading on developing the language knowledge and reading abilities of high school learners of English as a foreign language (EFL) over the course of one school year. Participants were divided into control (n = 205) and experimental groups (n = 200), with the former receiving regular grammar instruction and the latter receiving extensive reading instruction. Pre- and posttests consisting of a grammar and vocabulary section and a reading section were conducted to test the effects of the extensive reading program. The study further divided the participants into three proficiency groups. The results showed that the scores of the middle- and lower-proficiency groups increased dramatically compared to the higher proficiency group. These findings suggest that the participants activated the knowledge they had learned in junior high school through the one-year extensive reading course, resulting in the improvement of their language knowledge and reading abilities.

**Al Damen, T. M. (2018, August). The effectiveness of M-reader in promoting extensive reading among Arab EFL Learners. Arab World English Journal (AWEJ) Proceedings of 1st MEC TESOL Conference. <https://dx.doi/10.24093/awej/MEC1.1>**

799--Extensive reading (ER) is extremely important for English as a foreign language (EFL) learners as it helps them build vocabulary and develop their reading comprehension skills. However, engaging Arab EFL learners in ER might be a very difficult task especially when they lack motivation and enthusiasm. Therefore, the current study explores the effects of online ER tools such as M-reader on Arab EFL learners' motivation to read extensively and autonomously. M-reader is a free online tool which helps educational institutions to manage extensive reading. It supports students to read and understand graded readers by taking online quizzes which are available in its database. The study was conducted on first year college students enrolled in the General Foundation Programme at a private college in Oman where M-reader was introduced for the first time. The study attempted to identify how M-reader motivates Arab EFL learners for extensive reading and how it motivates them to become autonomous learners. To gauge the efficacy of M-reader and to identify the extent to which it has been successful with the selected sample, reading records from M-reader, student participations through questionnaires, focus interviews with top readers, and samples of motivational strategies used by the researcher were collected and analyzed. Findings revealed the learners' attitudes towards using M-reader as well as the discrepancies in feedback on whether they have developed an autonomous reading culture following exposure to M-reader.

**Birketveit, A., Rimmereide, H. E., Bader, M., & Fisher, L. (2018). Extensive reading in primary school EFL. Acta Didactica Norge, 12(2), 1-23.**

634--Reading in the English subject in both primary and secondary school often involves studying course book texts in detail. Therefore, pupils are rarely exposed to longer texts which require reading for meaning, a skill needed in higher education and working life. With the right

reading material, extensive reading (ER) should start already in primary school. This article reports on a study of primary school pupils from three different schools and their perceptions of an extensive reading and writing project, as well as their responses to the reading material offered. The study was designed to address the following research questions: 1. Which types of reading material appeal to the pupils in the study? 2. What is the role of gender in the pupils' evaluation of the reading material? 3. Are there differences between the pupils' evaluation of the reading material offered, depending on their previous academic achievement? 4. What are the pupils' attitudes towards (extensive) reading? Two sets of questionnaire data were collected in the course of the project. First, during the reading, the learners were asked to answer a questionnaire about each book they had read or attempted to read. At the end of the project, the learners were asked to complete a questionnaire about their overall perception of the project. The study shows that there was a significant difference between the schools in the evaluation of the reading material, and there was also a significant difference between boys and girls in the perception of the reading material. Moreover, the study shows that the learners valued the chance to select the reading material themselves highly. When carrying out ER with pupils, it is essential to be aware of gender differences in reading preferences and ensure that there are enough books to cater for both boys' and girls' particular interests. Moreover, fostering a reading culture in both the Norwegian and English subjects is important. [The main text is in Norwegian.]

**Chang, A. & Hu H-C. M. (2018). Learning Vocabulary through Extensive Reading: Word Frequency Levels and L2 Learners' Vocabulary Knowledge Level. Teaching English as a Second Language Electronic Journal (TESL-EJ), 22 (1).**

**<https://tesl-ej.org/wordpress/issues/volume22/ej85/ej85a1/>**

1014--This study investigates 62 EFL young adults' vocabulary learning rates immediately after reading ten graded readers, and their vocabulary decay rates after a three-month period.

The participants were divided into two relative levels: higher (n =31) and lower (n =31). One hundred target words were semi-randomly selected from the reading texts and divided into three-word frequency levels (1,000, 2,000, and 3,000 plus off-list words). The levels had 31, 36, and 34 target words respectively. The target words were tested on three occasions: pre-, post- and delayed post-tests. The results show that the immediate learning rates for the higherlevel group were 68%, 71% and 69% for the 1,000, 2,000 and the off-list words respectively, and were 20%, 19% and 21% for the lower-level group. The attrition rates in the three-word frequency levels were 7%, 11% and 22% in the higher-level group, and 31%, 34% and 36% in the lower level group. The results of the present study suggest that L2 learners learned any words that they encountered while reading without considering word frequency levels, and the higher learning rate of low frequency words could be attributed to the after-reading activities and the interesting stories in the graded readers.

**Chang, A., Millett, S., & Renandya, W. A. (2018). Developing listening fluency through supported extensive listening practice. RELC. Advance online publication.**

**<http://journals.sagepub.com/doi/pdf/10.1177/0033688217751468>**

705--Although second language listening has become a rather active area of research in the past ten years, some topics such as listening fluency development and extensive listening (EL) have not received much attention. The purpose of the present study is to examine the levels of listening support that might be needed to facilitate L2 learners' listening fluency development. Sixty-nine EFL college students completed a full intervention through one of the three modes: (1) listening only (LO), (2) reading only (RO), and (3) reading while listening plus listening only (RLL). Ten level-1, 10 level-2 and 8 level-3 (audio) graded readers were used as the study materials within three 13-week periods. Listening tests were given before the intervention (pre-test) and after they finished each level of the texts (post-tests 1, 2 and 3). The research questions addressed effect sizes of the scores' changes from the pre-test to each of the

post-tests in each group on their comprehension of practised and unpractised texts. The results show that in comprehending the practised texts, the LO and RLL groups could comprehend the more complicated texts at faster speech rates and also maintain higher levels of comprehension. When listening to the unpractised texts, the RLL group could do as well as they did on the practised texts, but the LO group could process the more difficult texts at faster speech rates without decreasing their comprehension levels. As predicted, the RO group performed poorly on the tests. Pedagogical implications for facilitating the effectiveness of extensive listening practice are discussed.

**Chen, I. (2018). Incorporating task-based learning in an extensive reading programme. *ELT Journal*, doi:10.1093/elt/ccy008**

635--This article reports on an EFL reading programme that integrated extensive reading with task-based learning to promote L2 learners' language development, increase their motivation in reading, and help them build reading habits. In this programme, students took an active role in selecting graded reading material relevant to their interests and participated in reasoning-gap, information-gap, opinion-exchange, and decision-making tasks in the classroom. Data were collected through interviews with students, classroom observation, students' reading logs, and reflective journals. The results indicated that the combination of interesting reading materials and meaningful tasks created positive experiences in language learning. Comprehensible input from extensive reading and productive output in the follow-up tasks proved to be effective in facilitating language development. Most importantly, students reported feeling a sense of achievement when sharing what they read with peers and completing the tasks, which then motivated them to read more books and gradually develop reading habits.

**Collett, P. (2018). A Comparison of Two Online Systems for Extensive Reading. *Journal of***

**Extensive Reading, 6, 30-52.**

**<https://jalt-publications.org/content/index.php/jer/article/view/159>**

903--This paper presents a comparison of two computerised assessment systems for extensive reading - Moodle Reader (MR), and XReading (XR). Given differences in how the two systems measure reading outcomes, is there cause for concern about possible differences in recorded outcomes for readers based on the assessment system used? Drawing on data from system logs for three extensive reading classes at a Japanese university, two of which had worked with MR exclusively and one which had used MR and XR for one semester each, reading outcomes were analysed to see to what extent they varied for the different groups. Results suggest that differences observed in the data may be attributable to the different systems, but they are not of a scale that could be considered problematic. Consideration is also given to student preferences for the systems. The results are discussed in light of learner goal orientations along with some of the issues that may be faced in using such assessment systems in an extensive reading course.

**Cooper, C. (2018). "Rakudoku": Fostering the beginnings of extensive reading (with 5th and 6th graders) in a public elementary school in Japan. *Journal of Extensive Reading*, 6, 23-29.**

**<https://jalt-publications.org/content/index.php/jer/article/view/141>**

902--A study was conducted in a Japanese public elementary school with 38 5th and 6th grade learners, who took part in rakudoku (Yamanaka, 2009), reading graded readers from the Oxford Reading Tree (Oxford Owl, 2017) and Building Blocks Library (McDougall, 2010) series over a two month period during English lessons and in their free time. Many of the learners felt they could understand the books they read and found them interesting. To varying extents, all students enjoyed rakudoku and thought it was a useful part of their English education. It was concluded that this form of extensive reading could be considered for inclusion in the expanded English elementary school curriculum in Japan from 2020.



**Daskalovska, N. (2018). Extensive reading and vocabulary acquisition. In R. J. Ponniah, & Venkatesan, S. (Eds.). The idea and practice of reading (pp. 25-40). Berlin, Germany: Springer.**

633--One of the important aspects of learning a foreign language is vocabulary acquisition. Many scholars agree that even though direct instruction can contribute to learning vocabulary, the greatest part of vocabulary growth happens while learners are exposed to the target language. As studies have shown that the range of vocabulary in spoken language is much smaller than that in written texts, it is believed that the main factor that influences vocabulary development is the quantity of texts that learners read. A number of studies have demonstrated that foreign language learners can acquire vocabulary through reading and that language learning programmes that include extensive reading are more effective than only explicit learning of vocabulary through decontextualized exercises. Therefore, language instruction should include explicit vocabulary learning as well as vocabulary learning strategies and reading strategies, but it should also provide opportunities for incidental vocabulary learning through extensive reading, as it is one of the best ways of developing vocabulary knowledge and reading skills. The chapter elaborates on the importance of extensive reading for language development with a focus on vocabulary acquisition. It includes studies on the effects of reading on learning vocabulary. The last section is devoted to the characteristics of successful extensive reading programmes, selection of reading materials and implications for teaching.

**Endris, A. A. (2018). Effects of extensive reading on EFL learners' reading comprehension and attitudes. International Journal of Research in English Education, 3(4), 1-11. <https://ijreeonline.com/article-1-113-en.html>**

941--This research aimed at reporting two consecutive studies on the effects of extensive reading on reading comprehension and attitudes of Ethiopian

second cycle primary school students. An intervention and a control group, selected from two intact grade 8 sections, were included in each study. The intervention group was exposed to extensive reading for 6 weeks and 12 weeks in the first and second study respectively. To collect data, reading comprehension tests and attitude questionnaires were used. The results revealed that there was no significant difference between the intervention and the control group in reading comprehension and attitudes toward reading when the time was restricted and only reading was used in the intervention. However, the intervention group scored significantly better than the control group in reading comprehension and attitudes toward reading when the time for reading was extended and motivating activities were included. Implications are deduced for time allocation and the use of motivating activities in the implementation of an extensive reading programme in inputpoor EFL settings like Ethiopia.

**Hsu, W. (2018). Voice of America news as voluminous reading material for mid-frequency vocabulary learning. RELC. Advance online publication.**

**<http://journals.sagepub.com/doi/full/10.1177/0033688218764460>**

713--Schmitt and Schmitt (2014) labeled the first 4,000 to 9,000 word families as mid-frequency vocabulary and highlighted its essential nature based on Nation's (2006) estimate that knowledge of the first 9,000 word families would provide 98% coverage of various texts. To attain this goal, this study first measured the vocabulary level of Voice of America (VOA) news for its potential as voluminous reading material for mid-frequency vocabulary learning. Then it investigated how much VOA news input is needed to encounter most of the first 9,000 word families enough times for learning to occur. To get differently sized corpora, every 500,000 words of VOA news were incrementally added to examine

mid-frequency words. Results show that VOA news reached the sixth 1,000-word-family level at 98% text coverage. Corpus sizes of 0.5 to 6 million words provided an average of 12+ repetitions for most of the words from the fourth to ninth 1,000-word-family levels. The figures may serve as a reference for English extensive reading practitioners and learners who are concerned with mid-frequency vocabulary learning.

**Isozaki, A. H. (2018). Reading-listening and reading circles: Bimodal approaches building fluency. *The Reading Matrix*, 18(1). 82-103.**

**<http://www.readingmatrix.com/files/18-56okqe54.pdf>**

707--Fluency in L2 reading often seems a distant goal, and pleasure in the experience of L2 reading even more unattainable. This study investigated comparative EFL reading projects for university-age learners, using graded literature at one university and an authentic memoir at a second. The study explored whether integrating listening to audiobooks along with reading (bimodal input) outside class-time, with follow-up reading circles in class, could improve L2 reading experiences for the students. The survey results from the semester-length projects in four courses showed listening to audiobooks, whether preceding, simultaneously with, or after reading was consistently credited by the learners for self-observed improvements in skills. Learners indicated that reading and listening to L2 English was eased by the experience of autonomous outside-class listening and reading, and a majority found reading circles valuable. The integrated projects gained high approval with participants overall. The results suggest that L2 learners at various levels of reading fluency can benefit from bimodal options to support building their skills, and opportunities to share and discuss meaningful stories with peers can improve learners' L2 reading experiences. Patterns in participants' choices for input integration offer implications for further study and reading fluency-building applications.

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952--Fluency in L2 reading often seems a distant goal, and pleasure in the experience of L2 reading even more unattainable. This study investigated comparative EFL reading projects for university-age learners, using graded literature at one university and an authentic memoir at a second. The study explored whether integrating listening to audiobooks along with reading (bimodal input) outside class-time, with follow-up reading circles in class, could improve L2 reading experiences for the students. The survey results from the semester-length projects in four courses showed listening to audiobooks, whether preceding, simultaneously with, or after reading was consistently credited by the learners for self-observed improvements in skills. Learners indicated that reading and listening to L2 English was eased by the experience of autonomous outside-class listening and reading, and a majority found reading circles valuable. The integrated projects gained high approval with participants overall. The results suggest that L2 learners at various levels of reading fluency can benefit from bimodal options to support building their skills, and opportunities to share and discuss meaningful stories with peers can improve learners' L2 reading experiences. Patterns in participants' choices for input integration offer implications for further study and reading fluency-building applications.

**Jun, H. (2018). The gamification of extensive reading: Investigating the effects in L2 reading motivation, reading amount, and time spent reading (Doctoral dissertation, Seoul National University).**

812--Previous studies on extensive reading programs have highlighted the significant improvements in various linguistic and motivational aspects of the language learner, primarily with their first language (L1) texts. However, for second language (L2) reading, in English as Foreign Language (EFL) contexts, several studies have highlighted the difficulties of motivating students to finish the extensive reading programs with their own self-directed motivations. The

research remains unclear on how the design features of extensive reading programs influence changes on specific components of motivation among EFL students. Additionally, recent research on gamification in education has revealed significant influences on student motivation and engagement. This study looks at the impact that certain key design elements from the gamification field can have on specific motivational and behavioral outcomes. In this ten-week study, thirty-seven, second to fifth grade, Korean EFL students participated in either an extensive reading (ER) program or a gamified extensive reading (GER) program (Day & Bamford, 1998; Kapp, 2012). Pre- and post-tests measures of motivation were collected from both groups and investigated for changes based on condition. In addition to their self-reported changes in motivation, actual reading amounts and time spent on reading were also analyzed for significant differences between the two conditions.

Results show that adding the basic gamification design elements had a significant positive effect on increasing students overall motivation, self-efficacy, and two extrinsic motivation subcomponents (recognition and competition) to read in English. Changes in intrinsic motivation were not statistically significant for both conditions. However, students in the gamification group started to show subtle increases in intrinsic motivations for reading English, along with several of its subcomponents (curiosity, challenge and involvement), after eight-weeks of exposure to gamification. Students in the gamification (GER) condition also read significantly more as well as spent more time reading than the traditional extensive reading (ER) group. On the contrary, the students in the ER condition showed a decrease in self-efficacy that was significant, and read significantly less with less time spent in reading. Delayed post-test survey results were also collected in an attempt to get additional insight into this trend. Survey results reveal that students in the GER condition rated themselves as having a greater appreciation for books after the program and did not want to stop attending the program.

**Krulatz, A. M., & Duggan, J. (2018). Multilinguals and extensive reading: Two multilinguality portraits of learners of Norwegian. *Reading in a Foreign Language, 30(1)*, 29-48. Available: <https://nflrc.hawaii.edu/rfl/item/397>**

636--This paper presents an exploratory-interpretive study of two multilingual adults acquiring Norwegian through extensive reading. The study examined social and cognitive aspects of language acquisition, and individual factors, such as the language learning behaviors, experiences, attitudes, and beliefs of the participants. The data were collected using background self-reports, diaries in which the participants recorded their extensive reading and related language learning experiences, and semi-structured interviews. To represent adult language learning from a multilingual perspective, the data were analyzed qualitatively using a priori themes derived from the ecological model of multilinguality (Aronin, 2016; Aronin & "Laoire, 2004; Aronin & Singleton, 2012). The findings suggest that environment, previous education, reasons for learning a language, and previous knowledge of other languages affect how multilingual learners approach language learning and how they use a new language.

**Liu, J., & Zhang, J. (2018). The effects of extensive reading on English vocabulary learning: A meta-analysis. *English Language Teaching, 11(6)*. 1-15. <https://doi.org/10.5539/elt.v11n6p1>**

708--Extensive reading has been continuously studied as a promising instructional method for improving students' language proficiency, including reading proficiency, vocabulary acquisition, and grammar awareness. The present study is a meta -- analysis, which synthesized the data of 21 empirical studies (N = 1268). It was designed to explore whether extensive reading instruction was effective in improving students' vocabulary acquisition, and if so, how the effectiveness varied in terms of the instruction length and teaching methods. Stata 14.0 was utilized to calculate the collected data. The results revealed that: (1) extensive reading has a significant effect on English vocabulary learning; (2) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning; (3) Graded

Readers, comprehension questions and vocabulary exercise play significant roles as reading materials and education methods in promoting the vocabulary learning of EFL learners.

**Maclauchlan, K. (2018). Bibliobattles in a university-level extensive reading classroom setting. *Extensive Reading Classrooms*, (46), 3-29.**

827--\*This article discusses a relatively new ER-related activity called "bibliobattle". It first describes how bibliobattle serves as a social book review game, with specific steps to follow to ensure its successful implementation in a classroom context. Next, it briefly reviews the history and growing body of literature related to bibliobattle. This is followed by a discussion of the results of implementing bibliobattles in the author's classroom based on an analysis of students' questionnaire responses and the relevant challenges. It is suggested that bibliobattle can help to alter students' perceptions about reading as a silent, individual act; through sharing valuable information amongst peers, creating a group atmosphere as students take on a dynamic challenge, and converting the concept of books into something deeper that can be communicated and discussed, bibliobattles, according to the author, can influence an ER classroom in unique and valuable ways.

**Masrai, A. (2018). Vocabulary and reading comprehension revisited: Evidence for high-, mid-, and low-frequency vocabulary knowledge. *Sage Open*, <https://doi.org/10.1177/2158244019845182>**

927--The association between vocabulary knowledge and reading comprehension has been extensively researched. However, modeling the contribution of vocabulary knowledge within different frequency ranges to second language (L2) learners' reading comprehension is an underexplored area. Thus, the present study examines the degree to which high-, mid-, and low-frequency-based levels of orthographic vocabulary knowledge are able to predict L2 reading comprehension. A vocabulary size test and the reading section of International English

Language Testing System (IELTS) were administered to 256 tertiary level Arab learners of English. The participants' language proficiency ranged from B2 to C1 of Common European Framework of Reference (CEFR) levels. Results showed that high- and mid-frequency word ranges contributed uniquely to the L2 reading comprehension for the entire cohort. When the participants were categorized to relatively low- and relatively high-proficiency subgroups, only high-frequency range explained variance in L2 reading comprehension for the low-proficiency subgroup. Among the high-proficiency subgroup, high-, mid-, and low-frequency-based ranges offered unique contribution to L2 reading comprehension, but mid-frequency range explained the largest variance. The findings provide evidence aimed at informing approaches to the development of overall vocabulary size and the mid-frequency words, and not just a focus on the most frequent vocabulary, for the purpose of supporting L2 reading comprehension.

**McLean, S., & Poulshock, J. (2018). Increasing self-efficacy and reading amount in EFL learners with word targets. *Reading in a Foreign Language*, 30(1), 76-91.**

**<https://nflrc.hawaii.edu/rfl/item/299>**

709--We compared three methods for increasing reading amount and reading self-efficacy among L2 learners. (1) We required a word-target group to read at least 2,500 words a week outside class. (2) We required a sustained silent reading (SSR) group to do (a) in class SSR for 15 minutes every week, and (b) to read one book per week. (3) We required a comparison group to read one book per week. In the post-treatment period, we required all participants to read one book per week outside class, and during the post-treatment, the word-target group read significantly more, relative to a previously established baseline. We argue that learners in the word-target group internalized extrinsic motivation from the word-targets, and this led them to do more free reading and increase their reading self-efficacy more than the other groups.



**Nakashima, K., Stephens, M., & Kamata, S. (2018). The interplay of silent reading, reading-while-listening and listening-only. The Reading Matrix: An International Online Journal, 18(1), 104-123. <https://www.readingmatrix.com/files/18-47992957.pdf>**

953--Leading scholars (Gilbert, 2009; Walter, 2008) have highlighted the importance of phonological processing in learning to read. Nevertheless, reading in Japan has traditionally been taught without adequate attention to the role of phonological processing. Accordingly, it was speculated that Japanese university students would demonstrate superior reading comprehension to listening comprehension skills. This study consists of two trials. The first was a comparison of the comprehension of the same text by three classes of 33, 32, and 44 students respectively, in three different modalities: silent reading, reading-while-listening, and listening only. The second was a retrospective longitudinal study of a class of twenty-one students who performed reading while-listening and listening-only over a fifteen-week semester. The first study confirmed that the students' reading comprehension exceeded their listening comprehension. In the second study, students were evenly divided as to whether they preferred reading-while-listening or listening only.

**Nishizawa, H., Yoshioka T., & Nagaoka, M. (2018). How many words should elementary EFL learners read extensively and from which readability levels. Journal of National Institute of Technology, Toyota College, 50doi:10.20692/toyotakosenkiyo.50-1 Available: [https://www.jstage.jst.go.jp/article/toyotakosenkiyo/50/0/50\\_50-1/\\_article/-char/en](https://www.jstage.jst.go.jp/article/toyotakosenkiyo/50/0/50_50-1/_article/-char/en)**

637--The effect of a 2.5-year long extensive reading (ER) program was examined in this paper. The subjects were 129 students in a kosen or a college of National Institute of Technology (NIT), who had been learning English as a foreign language (EFL) for three years before the ER program, and their English proficiency stayed in elementary level. They attended the ER program for 2.5 years, took a 45-minute weekly ER lesson for 75 weeks, and read 298 thousand total words of easy-to-read English texts in median. The effect of reading a large

amount of English texts was examined by comparing the average TOEIC scores among seven student-groups, which had different total words read by the members. Only the average score of the most-read group, whose median words was 601 thousand words, was significantly higher than the average scores of the other less-read groups. We suggest that kosen students should read more than 600 thousand words to recognize the benefits of ER in the TOEIC and ER programs in kosen should have longer duration than three years so that the target amount becomes feasible for many students. Reading logs of nine students, who had read around 420 thousand words, suggested that the students who had read more number of easier books, especially the easiest graded readers (of 300 or fewer headwords), scored higher in the TOEIC, but ones who had read more difficult graded readers (of 300 - 1,000 headwords) scored lower. The most recommended books for elementary EFL learners were the easy-to-read books: the easiest graded readers and further easier picture books such as Oxford Reading Tree series. We would also recommend the elementary EFL learners to read 200 thousand words, almost a third of the suggested 600 thousand words, from these easy-to-read books.

**Park, A., Isaacs, T. & Woodfield, H. (2018). A comparison of the effects of extensive and intensive reading approaches on the vocabulary development of Korean secondary EFL learners. *Applied Linguistics Review*, 9(1), 113-134. <https://doi:10.1515/applirev-2017-0025>**

710--Although language experts have long advocated the use of Extensive Reading (ER) to enhance vocabulary acquisition, the widespread use of the more traditional Intensive Reading (IR) approach prevails in English as Foreign Language (EFL) settings. Many experimental studies have attempted to demonstrate the benefits of using ER over IR in classroom contexts; however, none have demonstrated significant differences in learning gains. This quasi-experimental study involved the measurement of partial vocabulary knowledge of specific words encountered through reading to compare the effects of ER and conventional IR

instruction on EFL learners' vocabulary knowledge development. Two intact classes of 72 Korean secondary students (36/class) received either ER or IR instructional treatments over a 12-week timespan, with pre- and post- performance differences examined by proficiency level. ANCOVA results showed that students benefited significantly more from the ER than from the IR treatment in terms of their knowledge of the meanings and uses of target words. With regard to proficiency, advanced and intermediate level learners benefited more from ER, while low level learners benefited more from IR. These findings suggest that EFL practitioners should carefully consider their learners' proficiency level when selecting a reading approach, in order to optimize learners' vocabulary development.

**Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television and factors that affect learning. *Studies in a Second Language*. Advance online publication. <https://doi.org/10.1017/S0272263117000407>**

711--Research has begun to demonstrate that L2 words can be learned incidentally through watching audio-visual materials. Although there are a large number of studies that have investigated incidental vocabulary learning through reading a single text, there are no studies that have explored incidental vocabulary learning through viewing a single full-length TV program. The present study fills this gap. Additionally, three word-related variables (frequency of occurrence, cognateness, word relevance) and one learner-related Recent Research in Extensive Reading and Listening variable (prior vocabulary knowledge) that might contribute to incidental vocabulary learning were examined. Two experiments were conducted with Dutch-speaking EFL learners to measure the effects of viewing TV on form recognition and meaning recall (Experiment 1) and meaning recognition (Experiment 2). The findings showed that viewing TV resulted in incidental vocabulary learning at the level of meaning recall and meaning recognition. The research also revealed that learning was affected by frequency of occurrence, prior vocabulary knowledge, and cognateness.

**Prinsloo, C. (2018). Students' intrinsic perspectives on the diverse functions of short stories beyond language learning. *System*, 74, 87-97. <https://doi.org/10.1016/j.system.2018.02.019>**

719--The short story as a literary genre has been used productively for language learning, and much pedagogic research has emphasized the language learning functions of short stories in English foreign language (EFL) contexts. While the language learning function appears to be a natural extension of reading short stories, they may also perform other functions in English language teaching (ELT). The objective of this study was to establish what functions EFL students intrinsically (i.e., without pedagogic intervention) attributed to short stories when the stories were assigned as supplementary reading to the main language-teaching syllabus. To support the objective, a qualitative survey was conducted to collect rich data from a total population purposive sample (N = 55). Through a thematic analysis, the following four principal themes were identified that account for the functions of short stories: language, thinking, gratification, and pedagogy. Subthemes illuminated the nature of the main themes and provided possible causes and effects of their intrinsic recognition by EFL students. The main contributions include the expansion of existing theory regarding the use of short stories for ELT and a conceptualization of literature-based actualization as plausible pedagogic paradigm. The study concludes with a reflection on methodological lucidity and future research directions.

**Renandya, W. A., Krashen, S., & Jacobs, G. M. (2018). The potential of series books: How narrow reading leads to advanced L2 proficiency. *LEARN Journal*, 11(2), 148-154. Available: <https://tci-thaijo.org/index.php/LEARN/article/view/161631/116569>**

643--Nobody disagrees that reading is good for students' language development. The more they read texts that they can understand, the more confident and adept they become. However, it can be quite a struggle to get students started on their reading journey. We

suggest that this is partly due to a lack of access to comprehensible and compelling reading materials. We argue that book series, which contain highly familiar language, easy-to-follow story lines and relatable characters, can potentially be used to get students hooked on reading and to keep them reading.

**Ro, E. (2018). Facilitating an L2 book club: A conversation-analytic study of task management. *Modern Language Journal*, 102(1), 181-198.**<https://erfoundation.org/bib/bibdocs/ro2018.pdf> doi:10.1111/modl.12450

639--This study employs conversation analysis to examine a facilitator's interactional practices in the post-expansion phase of students' presentations in the context of a book club for second language learning. The analysis shows how the facilitator establishes intersubjectivity with regard to the ongoing task and manages students' task performance. The empirical data suggest that the facilitator's orientation to the task was achieved in 3 important ways: through (a) task resumption (Excerpts 1 and 2), (b) task summary (Excerpts 3 and 4), and (c) task mediation (Excerpts 5-7). As the data presented in this study demonstrate, the facilitator's task orientation practices created opportunities for the students (and herself) to gain more understanding of the presenters' task answers, which was one of the fundamental pedagogical goals of the book club activity. By providing insights into the way the facilitator managed students' task performance in this book club context, the study expands our understanding of the intricate maneuvers involved in task interactions. I conclude by addressing the study's pedagogical implications for language teaching.

**Ro, E. (2018). Understanding reading motivation from EAP students' categorical work in a focus group. *TESOL Quarterly*. Advance online publication. <https://doi.org/10.1002/tesq.426>**

723--This article uses insights and methods from ethnomethodological conversation analysis (CA) and membership categorization analysis (MCA) to explore reading motivation as a topic

(Burch, 2016). With the results of CA and MCA of the participants' categorical work in their interactions in a focus group setting, this study outlines how enthusiastic readers talk about their experience with and opinions about extensive reading (ER) and how they use their talk for interactive purposes in the focus group. The author shows how participants developed different positioned categories of a particular kind of reader while displaying their own stances toward the ER experience and reading behaviors. The author also shows how they changed their stances toward voluntary reading and how they assigned different propositions to their experience with ER while accomplishing agreement on two points: that voluntary reading is enjoyable but subject to time constraints. This study portrays a complex picture of reading motivation as related to different kinds of identity work and the moral responsibilities associated with certain identities. Post-analytically, the author suggests pedagogical implications of what the participants' categories say about issues related to the ER teaching principles in an English for academic purposes context.

**Serrano, R. & Huang, H. (2018). Learning vocabulary through assisted repeated reading: How much time should there be between repetitions of the same text? TESOL Quarterly. Advance online publication. <https://doi.org/10.1002/tesq.445>**

712--Repeated reading, which involves the reading of short passages several times, has been demonstrated to be beneficial for second language fluency (Chang & Millett, 2013) and vocabulary acquisition (Liu & Todd, 2014). Despite the increasing interest in repeated reading, no study has addressed the effects of time distribution?how different encounters with the same text should be spaced for repeated reading to have the strongest impact on second language learning, specifically on vocabulary acquisition, the focus of the present study. This study includes two groups of 16-year-old learners of English as a foreign language (EFL) in Taiwan (N = 71). One group carried out assisted repeated reading (i.e., with audio support) once every day for 5 consecutive days (intensive distribution); the other read the same text once every

week for 5 consecutive weeks (spaced distribution). The results revealed that intensive practice led to more immediate vocabulary gains but spaced practice led to greater long-term retention.

**Shih, Y., Chern, C., & Reynolds, B. L. (2018). Bringing extensive reading and reading strategies into the Taiwanese junior college classroom. *Reading in a Foreign Language, 30(1)*, 130-151. Available: <https://nflrc.hawaii.edu/rfl/item/402>**

638--An intact 10th grade English as a Foreign Language vocational business junior college reading intervention class (n = 52) received 16 weeks of integrated reading strategy instruction with extensive reading while an intact traditional class (n = 48) received traditional intensive reading instruction with extensive reading. The intervention class showed reading proficiency improvements and increased use of reading strategies, especially strategies activating background knowledge. Furthermore, reading proficiency could be differentiated by learners' use/disuse of context to aid reading comprehension. Outcomes shed light on English reading instruction in Taiwan and offer language teachers an alternative to the traditional approach. Guidelines helpful in designing quality instructional procedures to improve vocational school students' reading proficiency and pedagogical implications for reading strategy instruction in the global language classroom are discussed.

**Sugita, M. (2018). Changes in Metacognitive Knowledge through Extensive Reading. *Journal of Extensive Reading, 6*, 1-22.**

**<https://jalt-publications.org/content/index.php/jer/article/view/13>**

901--This qualitative study investigated English-as-foreign-language (EFL) learners' metacognitive knowledge about second language (L2) reading by using Flavell's (1979) framework of person, task, and strategies. Five Japanese EFL participants who were reading extended texts, which were graded readers of their choosing, for a ten-month period

participated in pre-task semi-structured interview, a post-task stimulated recall interview for a narrative text after reading and a follow-up semi-structured interview. The results showed that the participants had emerging metacognitive knowledge about L2 reading for general comprehension. The results also revealed that reading strategies varied even within the same participant, depending on the difficulty of texts and their set (sub)goals for texts.

**Suzuki, M., & Kumada, M. (2018). The role of extensive reading in Japanese as a second language. CLaSIC 2018 Proceedings (pp. 280-286) Available:**

**[http://www.fas.nus.edu.sg/cls/CLaSIC/clasic2018/PROCEEDINGS/suzuki\\_mika.pdf](http://www.fas.nus.edu.sg/cls/CLaSIC/clasic2018/PROCEEDINGS/suzuki_mika.pdf)**

644--This research aimed to clarify improvement of comprehension through extensive reading in learners of Japanese as a second language. The investigation was designed to record and analyze reader eye movements and determine how that related to text comprehension. After three months of practice with a variety of reading materials, the results showed that readers at the intermediate level controlled their reading more and that they adjusted the manner in which they read to the content, by altering their reading speed and fixations. The readers usually placed their attention on the words in the text initially, but, increasingly, they began to focus on and enjoy the content of the stories. They gradually acquired the skills necessary to comprehend texts and improve reading fluency. In conclusion, this research has demonstrated that extensive reading provides opportunities for learners to foster related autonomic skills.

**Tagane, Y., Naganuma, N., & Dougherty, P. (2018). Academic dishonesty in extensive reading programs: Stories and strategies from student interviews. The Language Teacher, 42(1), 9-12.**

**Retrieved from**

**<https://www.jalt-publications.org/node/2/articles/24084-academic-dishonesty-extensive-reading-programs-stories-and-strategies-student->**

632--Extensive reading (ER) has become an accepted methodology in increasing student



reading fluency. However, there are issues that teachers face when implementing an ER program. This study, completed at a small English-medium university in Japan, addressed a key problem in ER program implementation: student academic dishonesty. The research, based on student interviews and supplemented by teacher experience, identified five categories of academic dishonesty: (a) asking for a friend's help; (b) referring to online resources in lieu of reading or completing a reading report; (c) reading and writing about topics that were already familiar to the student; (d) watching movies instead of reading; and (e) others. The findings indicated an equal number of methodologies that are useful in countering academic dishonesty. It was suggested in the findings that, in addition to discouraging academic dishonesty in ER programs, the methodologies can also work to enhance the ER experience for students

**Tragant Mestres, E., Llanes BarÃ³, Ã© & Pinyana Garriga, Ã©. (2018). Linguistic and non-linguistic outcomes of a reading-while-listening program for young learners of English. Reading and Writing. doi:10.1007/s11145-018-9886-x**

640--Reading-while-listening may be especially well suited for young language learners because of the multimodality provided in many graded readers aimed at this age group (ie., the presence of oral and written text and illustrations). This study compares a group of students who were exposed to 18 sessions of reading-while-listening with a group exposed to the same number of sessions through reading-only, and a control group. Linguistic outcomes show that students in the two intervention groups obtained higher vocabulary gains than those in the control group but did not present superior scores in reading or listening comprehension or reading fluency. Non-linguistic outcomes showed a clear preference on the part of the students for the reading-while-listening mode of input. The study concludes that the lack of differences in comprehension and fluency gains may be due to the fact that graded readers for children are too short; the input they offer is too limited to make a difference in areas other than

attitudes and vocabulary learning.

**Vaughn, S., Martinez, L. R., Williams, K. J., Miciak, J., Fall, A., & Roberts, G. (2018). Efficacy of a high school extensive reading intervention for English learners with reading difficulties. *Journal of Educational Psychology*. doi:10.1037/edu0000289**

641--This study examined the effects of Reading Intervention for Adolescents, a 2-year extensive reading intervention targeting current and former English learners identified as struggling readers based on their performance on the state accountability assessment. Students who enrolled at three participating urban high schools were randomly assigned to the Reading Intervention for Adolescents treatment condition (  $n = 175$ ) or a business-as-usual comparison condition. Students assigned to the treatment condition participated in the intervention for approximately 50 min daily for 2 school years in lieu of a school-provided elective course, which business-as-usual students took consistent with typical scheduling. Findings revealed significant effects for the treatment condition on sentence-level fluency and comprehension (  $g = 0.18$ ) and on a proximal measure of vocabulary learning (  $g = .41$ ), but not on standardized measures of word reading, vocabulary, or reading comprehension (  $g$  range:  $\hat{a}^{\sim}0.09$  to  $0.06$ ). Post hoc moderation analyses investigated whether initial proficiency levels interacted with treatment effects. On sentence-level fluency and comprehension and on vocabulary learning, initial scores were significantly associated with treatment effects-however, in opposite directions. Students who scored low at baseline on sentence reading and comprehension scored relatively higher at posttest on that measure, whereas students who scored high at baseline on the proximal vocabulary measure scored relatively higher at posttest on that measure. The discussion focuses on the difficulty of remediating persistent reading difficulties in high school, particularly among English learners, who are often still in the process of acquiring academic proficiency in English.

**Warren, P., Boers, F., Grimshaw, G., & Siyanova-Chanturia, A. (2018). The effect of gloss type on learners' intake of new words during reading: Evidence from eye-tracking. *Studies in a Second Language*. Advance online publication. <https://doi.org/10.1017/S0272263118000177>**

906--A reading experiment combining online and offline data evaluates the effect on second language learners' reading behaviors and lexical uptake of three gloss types designed to clarify word meaning. These are (a) textual definition, (b) textual definition accompanied by picture, and (c) picture only. We recorded eye movements while intermediate learners of English read a story presented on-screen and containing six glossed pseudowords repeated three times each. Cumulative fixation counts and time spent on the pseudowords predicted posttest performance for form recall and meaning recognition, confirming findings of previous eye-tracking studies of vocabulary acquisition from reading. However, the total visual attention given to pseudowords and glosses was smallest in the condition with picture-only glosses, and yet this condition promoted best retention of word meaning. This suggests that gloss types differentially influence learners' processing of novel words in ways that may elude the quantitative measures of attention captured by eye-tracking.

**Salameh, L. A. M. (2017). Investigating the effect of extensive rReading on EFL learners' reading aAttitudes at Hail University in KSA. Journal of Education and Practice, 8(8), 7-15.Â <https://www.iiste.org/Journals/index.php/JEP/article/view/36028>**

932--Extensive reading approach (ER) has received conceptual support from views and theories that prioritize the importance of input in second language acquisition. ER is probably one of the easiest ways to implement an input-rich learning environment in a pedagogical setting. Accordingly, the current study is an attempt to investigate the effect of ER on EFL learners' reading attitudes. Three attitudinal values were measured which were Affective, Cognitive and Behavioral. They were measured by 20-item adopted questionnaire scored on a five- Likert scale. The sample of the study consisted of 70 undergraduate participants studying English as a foreign language at Hail University in KSA (Kingdom of Saudi Arabia). A Pair-Sampled t-test was used to analyze data. The results indicated that even though the majority of the EFL learners didnâ€™t like reading in English at the beginning of the semester for it was their first experience, most of them responded positively towards extensive reading after fifteen weeks of extensive reading implementation inside and outside the class. Further studies and applications were recommended to examine how long the effect of ER continues taking into consideration the educational context and the learnersâ€™ preferences. It is also recommended that ER should be implemented under careful observation of the learners by teachers to promote the best results of extensive reading.

**Al Khalil, M., Habash, N., & Saddiki, H. (2017). Simplification of Arabic masterpieces for extensive reading: A project overview. Procedia Computer Science, 117, 192-198.**

**<https://tinyurl.com/khalil2017>**

704--We describe the motivation and outline of a project for the simplification of Arabic masterpieces for extensive reading, a collaboration between researchers in Arabic literature, pedagogy and natural language processing, with the purpose of formulating simplification

guidelines for Arabic fiction targeting school-aged learners; then using them to guide human simplification efforts with support from state-of-the-art computational natural language processing technology.

**Bahmani, R., & Farvardin, M. T. (2017). Effects of Different Text Difficulty Levels on EFL Learners' Foreign Language Reading Anxiety and Reading Comprehension. Reading in a foreign language, 29(2), 185-202. <https://nflrc.hawaii.edu/rfl/item/375>**

940--This study aimed to examine the effects of different text difficulty levels on foreign language reading anxiety (FLRA) and reading comprehension of English as a Foreign Language (EFL) learners. To this end, 50 elementary EFL learners were selected from two intact classes (n = 25 each). Each class was assigned to a text difficulty level (i.e.,  $\hat{a} \sim i + 1 \hat{a} \sim TM$  and  $\hat{a} \sim i - 1 \hat{a} \sim TM$ ) in which the participants experienced extensive reading at different levels of difficulty for two semesters. A reading comprehension test and the Foreign Language Reading Anxiety Scale (FLRAS) were administered before and after the treatment. The results revealed that both text difficulty levels significantly improved the participants' reading comprehension. The findings also showed that, at the end of the study, the  $\hat{a} \sim i + 1 \hat{a} \sim TM$  group's FLRA increased, while that of the  $\hat{a} \sim i - 1 \hat{a} \sim TM$  group decreased.

**Bowman, A. (2017). Are there any negative aspects to doing extensive reading?**

**$\frac{1}{2} \cdot \epsilon^3 \epsilon \alpha \mu \xi \alpha - i \dots \hat{a} - i \cdot \hat{a} \cdot TM \hat{e}, 2 \hat{a} \odot \hat{Y} \hat{a} \hat{\xi} \langle \zeta \hat{\epsilon} \hat{i} / \frac{1}{2} \cdot \epsilon^3 \epsilon \alpha \mu \xi \alpha - i \dots \hat{a} - i \cdot \hat{a} \cdot TM \hat{e}, 2 \hat{a} \odot \hat{Y} \hat{a} \hat{\xi} \langle$  (Journal of the Saga University General Education Department), 5, 53-63.**

800--2017The proponents of extensive reading maintain that it can increase vocabulary, increase reading speed, and result in higher scores on standardized tests such as TOEIC and TOEFL. Additional benefits cited are easing the acquisition of the new vocabulary and increasing learner motivation due to positive feelings gained while reading. Some university administrators have begun to require that ER be used as an outside-of-class time assignment

for many of their students' required classes. As any academic researcher can guess however, there are usually negatives associated with any type of learning or teaching implementation. This author acknowledges the positive aspects or benefits of ER, but this paper will outline some of the possible negative aspects which have been gleaned from the recent literature dealing with extensive reading.

**Chang, A. C-S, & Millett, S., (2017). Narrow reading: Effects on EFL learners' reading speed, comprehension, and perceptions. *Reading in a Foreign Language*, 29(1),1-19.**

**<https://nflrc.hawaii.edu/rfl/item/364>**

749--This study compared the reading speed, comprehension and perceptions of two groups of English as a foreign language (EFL) learners. Each group addressed one of two types of narrow reading: same genre and same title. The same genre texts were three graded readers in the Sherlock Holmes series, and the same title texts were *The Railway Children*, published by three different publishers at different language levels. The study was conducted over a 3-week period. Then, two approximately 1,000-word texts, one related to Sherlock Holmes and one to *The Railway Children*, were used to measure whether the participants' reading speed and comprehension differed in reading the two types of texts. The results showed that all participants read significantly faster and comprehended more with the related text than the unrelated text. A questionnaire on participants' perceptions showed positive responses to narrow reading, especially the same title treatment. Pedagogical implications are discussed.

**Dickinson, P. (2017). Effects of extensive reading on EFL learner reading attitudes. In *Selected Papers of the 21st Conference of Pan-Pacific Association of Applied Linguistics* (pp. 28-35).**

806--Extensive reading (ER) is an approach to reading instruction that involves reading a large amount of varied texts at a reasonably fluent speed. While ER has steadily gained popularity

as an effective strategy for motivating second language learners of various proficiency levels (Takase, 2007), much more research is needed on L2 reading motivation (Grabe, 2009). This three-year study explores the effects of extensive reading (ER) activities on aspects of the reading attitudes of EFL learners at a Japanese university. ER-based activities were integrated into one semester of a communicative English course. Pre- and post-ER questionnaires elicited learners' evaluations of the activities and data on reading attitudes. Analysis of the data indicated that ER had positive effects on the affective and cognitive aspects of participants' L2 reading attitudes. The findings suggest that implementing ER activities in EFL courses can improve learner motivation and L2 reading attitudes.

**Ewert, D. (2017). Getting ER into the curriculum: No more excuses! The CATESOL Journal, 29(2), 5-20. Retrieved from**

**[http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2\\_ewert.pdf](http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2_ewert.pdf)**

627--Extensive reading (ER) is a research and theory -- supported approach for language and reading development in an additional language, yet its implementation is limited, particularly in English-dominant contexts. This article addresses many of the uncertainties and perceived obstacles to adding ER to a language curriculum. After reviewing relevant aspects of L2 learning in general, L2 reading more specifically, and the compelling results of recent research on ER itself, the author provides suggestions regarding the implementation of ER. These include addressing issues of the teacher's role, ER materials, and assessment.

**Flanagan, A. & Custance, I. M. (2017). The rise and fall of an extensive reading program.**

**Extensive Reading in Japan (ERJ) 10 (2), 10-14.**

**[http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_10.2.pdf](http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_10.2.pdf)**

973--This article examines the history of the extensive reading (ER) program at Ritsumeikan Junior and Senior High School in Western Japan. This is part of the Ritsumeikan Trust, which

includes schooling from primary school through to graduate and post-graduate degrees. The Ritsumeikan Trust prides itself on its international outlook. The junior and senior high schools are technically separate, but share facilities, and teachers often instruct learners in a range of grades. The combined junior and senior high school constitutes a student body of more than 1,730 students.

**Grabe, W. (2017). Shaping an agenda through experience(s). *Language Teaching*, 50(1), 120-134. doi:<http://dx.doi.org/10.1017/S026144481600032X>**

620--\*The article is an autobiographical account of the author's journey from being a pre-service teacher to his current role as a professor in a second language education program and an expert in the teaching of reading. Below is a relevant excerpt.

"One final thread from USC [where Grabe earned his doctorate] has grown increasingly larger in my thinking over the three decades since leaving USC: that is the importance of practice, the type of practice engaged in, and particularly the importance of extensive reading (especially thanks to Dave Eskey [one of his USC professors]). I can't stop myself from ending most of my talks and workshops on reading with the simple statement 'We only learn to read by reading, and by reading a lot.' I believe that now more than ever. There are no miracles or short-cuts in learning to read (even if the process of reading comprehension itself is somewhat miraculous)."

**Hagley, E., (2017). Extensive graded reading with engineering students: Effects and outcomes. *Reading in a Foreign Language*, 29(2),203-217. <https://nflrc.hawaii.edu/rfl/item/376>**

751--Extensive graded reading (EGR) was carried out with a cohort of 600 engineering students in a university in northern Japan. Pre-and post-surveys were conducted to discover changes in the general reading habits of students, their attitudes toward the assessment method and how goals changed over the course of study. The first survey was carried out in



week 2 of the 15-week course and the second in week 13. An analysis of changes showed that EGR was generally well accepted, that students' perceptions of studying English seemed to improve, that students spent a little less time on recreational reading to compensate for the increases required in the EGR course and that most read considerably more running words than their initial goals. In addition, the results suggest that the short MoodleReader quiz format used for assessment was also generally well received by students. Implications for teachers using EGR are discussed.

**Holster, T. A., Lake, J. W., & Pellowe, W. R. (2017). Measuring and predicting graded reader difficulty. *Reading in a Foreign Language*, 29(2), 218-244. <https://nflrc.hawaii.edu/rfl/item/377>**

706--This study used many-faceted Rasch measurement to investigate the difficulty of graded readers using a 3-item survey. Book difficulty was compared with Kyoto Level, Yomiyasusa Level, Lexile Level, book length, mean sentence length, and mean word frequency. Word frequency and Kyoto Level were found to be ineffective in predicting students' perceptions of book difficulty. Book length was found to be highly predictive of perceived book difficulty, with the Yomiyasusa Levels predicting 68% of variance, while the Lexile measure of mean sentence length was moderately predictive, with 40% of variance explained. These results show that current headword levelling of graded readers is ineffective and that publishers' book levels do not provide useful guidance in selection of books to read. It is therefore recommended that students use book length as their primary consideration in choosing books and that reading recommendations and purchasing decisions be based on Yomiyasusa Levels rather than publishers' levels.

**Jimenez, J. S. (2017). The acquisition of vocabulary through extensive reading in second language acquisition: A study in Beginner's Spanish course at college level (Doctoral dissertation, Carthage College).**

813--This study was undertaken with the goal of increasing the available information for the debate around the best teaching strategies to use in the learning of lexical items in Second Language Acquisition. Its purpose was to determine the extent that extensive reading, compared to wordlists that provide students with the translation from their first language, fostered lexical acquisition and retention in a group of beginning college students learning Spanish. The 30 voluntary subjects in this study were enrolled as freshmen in a beginner's Spanish course at a private liberal arts college in the Midwest. This class was taken as part of their language requirement. They were unmotivated and held negative attitudes towards Spanish. The study consisted of a two-group, pre/posttests design. The results were analyzed using a Student's t-test. There were 31 target words selected according to the criteria established by the researcher. They were extracted from the text 'Don Quijote, el Ãltimo caballero', an adaptation of the classic work of Miguel de Cervantes by Karen Rowan. The instrument used to prepare the participants in the control group was a 50-item wordlist that included the target words. They were merely told to commit to memory as many words as possible. The experimental group was instructed to read once the text focusing on the story. The immediate posttest was administered after they completed the treatment, whereas the delayed test took place a week later. Both types of tests were assessed in terms of right (+1) or wrong answer (0). The results and data analysis confirmed the hypotheses tested. In this study extensive reading did benefit vocabulary acquisition. As the data analysis showed, after the treatment the voluntary participants in the experimental group learned an average of 53.33% of the 31 target words that were selected by the researcher. This means they increased their vocabulary an average of 6.89% by the end of the study. That is, they at least retained 2 new words after reading the text only once. When compared to the control group, the results found that extensive reading was a more efficient method to acquire vocabulary than wordlists, as the final gain of the control group was 0.63%, which translates into only an average of 0.1953 new words learned. Likewise, given that the higher results in the delayed

posttest were those of the experimental group, it was concluded that extensive reading led to better results in terms of word retention. Finally, the study supports the claim that beginner readers can benefit from extensive reading and overcome the so-called beginner's paradox.

**Kartal, G., & Simsek, H. (2017). The effects of audiobooks on EFL students' listening comprehension. *The Reading Matrix: An International Online Journal*, 17(1), 112-123.**

**<https://www.readingmatrix.com/files/16-7w4b733r.pdf>**

951--This study investigates the effects of audiobooks on listening comprehension skills of EFL Students, and their attitudes towards using audiobooks in a foreign language classroom. The participants are 66 first-year students of a state university in Turkey. The research follows a pre-post-test control group research design using quantitative and qualitative research methods. Quantitative data, obtained from the General Listening Comprehension Skills Scale (GLCSS) scores of the students before and after the treatments, were analyzed using independent samples t-tests. As for the qualitative data, participants' opinions about the use of audiobooks were elicited via a survey and subjected to content analysis. The outcomes of the GLCSS, developed and conducted by the researchers, revealed similar listening comprehension scores for both groups before the treatment. Throughout a 13 week period, in the experimental group, the teacher used both printed and audio versions of the selected books. The control group was allowed to use only printed versions while all the other in class processes remained the same for both groups. The findings showed that using audiobooks had a positive impact on students' listening comprehension skills. The analysis of the survey data showed that audiobooks had contributed to participants' listening comprehension, pronunciation, and motivation.

**Khezrlou, S., Ellis, R., & Sadeghi, K. (2017). Effects of computer-assisted glosses on EFL learners' vocabulary acquisition and reading comprehension in three learning conditions.**

791--This study investigated the effectiveness of explicit, incidental, and intentional learning conditions on vocabulary acquisition and reading comprehension in a multimedia environment. A total of 99 university learners of English as a foreign language (EFL) were asked to read computer-based reading texts including text-picture-audio glosses of the target lexical items. In the explicit learning condition, learners received explicit instruction about the target lexical items before reading (EIG). In the intentional condition, learners were instructed to check the multimedia glosses while reading the texts (+IG) whereas in the incidental condition, they did not receive such instruction (-IG). Reading comprehension was measured through multiple-choice and written recall tests and vocabulary acquisition was measured through the vocabulary knowledge scale (VKS) and word recognition test (WRT). The results indicated that there were vocabulary gains for all the groups regardless of the learning conditions. While the EIG and

**Lee, H., Warschauer, M., & Lee, J. H. (2017). The effects of concordance-based electronic glosses on L2 vocabulary learning. *Language Learning & Technology, 21(2)*, 32-51.**

**<https://dx.doi.org/10125/44610>**

782--The present study investigates the effects of two different vocabulary learning conditions in digital reading environments equipped with electronic textual glossing. The first condition presents the concordance lines of a target lexical item, thereby making learners infer its meaning by reading the referenced sentences. The second condition additionally offers the definition of a target lexical item after learners consult the concordance lines, thus enabling learners to confirm their meaning inference. A total of 138 English as a Foreign Language students completed a meaning-recall vocabulary pre-test, and three different reading tasks, which were followed by meaning-recall vocabulary post-tests in a repeated measures design with a control condition. Overall, the findings showed that the second condition resulted in

higher vocabulary gains than both the first condition and the control condition. Yet, a closer look at the interactions of (a) the participants' clicking behaviors, (b) the difficulty of selected concordance lines, (c) the surrounding contexts around target lexical items, and (d) the participants' prior knowledge of the target lexical items showed that each target lexical item may require different treatments for it to be recalled most efficiently and effectively. Through this investigation, the present study suggests that glossary information, such as concordance lines, may involve more complex and unexpected learner interactions.

**Lipp, L. (2017). Building self-efficacy, strategy use, and motivation to support extensive reading in multilingual university students. Retrieved from [http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2\\_lipp.pdf](http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2_lipp.pdf)**

626--This pilot study examined multilingual university students' willingness to engage in voluntary extensive reading (ER) of books after they received training. The research questions were whether training appeared to promote self-efficacy, motivation for the task, use of metacognitive strategies, and independent reading. University freshmen in an ESL reading and writing course participated in the project. The ER training included: (a) framing the ER task through stories of struggle and emotional appeal, and (b) introducing independent reading strategies. Surveys were used to collect data. Findings showed that students had beliefs of self-efficacy related to English book reading after the training, and they made considerable progress in their voluntary reading by the end of the course. The strategies that students found most helpful were selecting books for themselves, keeping records of their progress, and staying focused. Participants anticipated that ER would help them with academic literacy.

**Liu, I., & Young, S. S. (2017). An exploration of participative motivations in a community-based online English extensive reading contest with respect to gender difference. *Interactive Learning Environments*, 25(1), 48-61. doi:<http://dx.doi.org/10.1080/>**

619--The purpose of this study is to describe an online community-based English extensive reading contest to investigate whether the participants' intrinsic, extrinsic, and interpersonal motivations and learning results show significant gender differences. A total of 501 valid questionnaires (285 females and 216 males) from Taiwanese high school students and 15 interviewees from the students receiving awards were the subjects in this study. The findings show that females had a stronger participative intrinsic motivation, while males displayed a higher participative interpersonal motivation. Furthermore, female average scores were higher than the male ones on the comprehension tests. Even though the final results of the total scores for females were still higher than those of males, male scores for the interactivity tests were on average higher than those of females. The phenomena and implications behind the participative motivations are specifically discussed and explained.

**Martinez, L. E. (2017). Adult Hispanic ESL students and graded readers. The CATESOL Journal, 29(2), 41-59. Retrieved from [http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2\\_martinez.pdf](http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2_martinez.pdf)**

628--This study examined the extent to which graded readers vis-À-vis scaffolded silent reading (ScSR) resulted in increased vocabulary, reading comprehension, and a positive attitude toward reading. A mixed-methods study was administered to two upper-intermediate adult ESL classes at a community college in southwestern Arizona. Both groups took The Vocabulary Size Test and TABE Complete Language Assessment System -- English. The treatment group selected and read graded readers, met individually with the instructor, and kept a journal; in addition, several students from the treatment group were interviewed at the beginning and end of the study. Descriptive statistics were used on the pre- and posttests. The findings were promising and showed some growth in vocabulary and reading comprehension for both the treatment and control groups. Furthermore, participants of the treatment group

expressed a positive attitude toward reading graded readers through scaffolded silent reading. As a result, this study demonstrated that graded readers used with scaffolded silent reading show promise with this student population.

**McLean, S. & Rouault, G, (2017). The effectiveness and efficiency of extensive reading at developing reading rates, *System*, 70, 92-106. Available:**

**<http://dx.doi.org/10.1016/j.system.2017.09.003>**

624--Few studies have examined the development of foreign language learners' reading rates through extensive reading. The previous studies conducted have methodological limitations with regards to their research design or interpretation of results. To address these limitations, this study investigated the impact of extensive reading and grammar-translation on reading rate development using an experimental research design with evidence that time spent conducting the respective treatments was similar. First-year Japanese university students (N=50) were randomly assigned to one of two treatment groups. To measure reading rate improvements over an academic year, pre- and post-treatment reading rate measurements were used where comprehension was maintained above 70%. The between-groups analysis revealed that the extensive reading group participants (n=23) increased their reading rate significantly relative to the grammar-translation group participants (n=27). This study provides evidence of both the effectiveness and efficiency of developing reading rates through extensive reading relative to traditional reading instruction with grammar-translation exercises.

Pedagogical implications include allocating more time for extensive reading and questioning the value of the grammar-translation approach. In addressing the call for stronger evidence than quasi-experimental studies, this research demonstrates that classroom-based experimental reading studies which control for time-on-task are feasible.

**Mikami, A. (2017). Students' attitudes toward extensive reading in the Japanese EFL context.**

622--Although many studies state the benefits of extensive reading (ER) for language learning, this practice is not common in language classrooms. Because few studies have investigated the status of ER in second language classrooms, this study looks at past and current ER practice among Japanese students of English as a foreign language (EFL) and their motivation toward it. The researcher conducted a questionnaire survey using a mixed-methods design with 141 university students in Japan. Quantitative analysis showed that participants had little past or current practice of ER, but many more participants felt like reading more English books than those who did not. Qualitative analysis indicated that their reasons for reading or not reading more English books fell into three attitudinal categories: negative (reasons for not reading), positive (reasons for reading), and ambivalent. Eight distinct negative reasons and six positive reasons were identified. Ambivalent reasons were not grouped, because each one was complex and unique. These results imply that the participants' motivation was not fixed or stable and that it was difficult for them to maintain positive motivation. Using students' responses to the survey, this study examines the educational implications for promoting English ER to help EFL teachers confront its unpopularity.

**Sakurai, N. (2017). The relationship between the amount of extensive reading and the writing performance. *The Reading Matrix, 17(2), 142-164.* Available:**

**<http://www.readingmatrix.com/files/17-tc71343e.pdf>**

629--This paper explored the effects of the amount of extensive reading (ER) on writing ability. Participants were 157 first and second-year non-English majors at a private university in Japan who took a writing test in class. Some of them were reading extensively, while others had no experience in ER. The outcomes of Pearson's correlation indicated that ER correlated with total writing scores positively. A one-way analysis of variance with a planned comparison was performed with the total number of words read as the independent variable and total scores



and scores for four areas of writing, task achievement, coherence and cohesion, lexical resource and language use, as dependent variables. The results showed that the amount of reading made a statistically significant difference in the mean scores of vocabulary and grammar. Moreover, findings suggested that participants who had accomplished reading more than 108,000 words statistically significantly wrote better lexically and grammatically.

**Tabata-Sandom, M. (2017). L2 Japanese learners' responses to translation, speed reading, and 'pleasure reading' as a form of extensive reading. *Reading in a Foreign Language*, 29(1),113-132. <https://nflrc.hawaii.edu/rfl/item/369>**

750--Fluency development instruction lacks in reading in Japanese as a foreign language instruction. This study examined how 34 upper-intermediate level learners of Japanese responded when they first experienced pleasure reading and speed reading. The participants also engaged in intensive reading, the main component of which was translation. Survey results indicated that the two novel approaches were more welcomed than translation. There was a positive correlation between the participants' favorable ratings of pleasure reading and speed reading. The participants exhibited flexibility toward the two novel approaches in that they were willing to be meaningfully engaged in pleasure reading, whereas they put complete understanding before fluent reading when speed reading. The latter phenomenon may be explained by their predominantly-accuracy-oriented attitudes, fostered by long-term exposure to the grammar-translation method. The study's results imply that a key to successful fluency development is an early start that nurtures well-rounded attitudes toward the target language reading.

**Tanaka, M. (2017). Examining EFL vocabulary learning motivation in a demotivating learning environment. *System*, 65, 130-138.**

**<https://www.sciencedirect.com/science/article/abs/pii/S0346251X17300210>**

936--Situating in a demotivating learning environment, this study examined the roles of motivation and peers in EFL vocabulary learning. The participants were 155 science and engineering students in Japan. They took a vocabulary test and responded to a questionnaire based on the self-determination theory and peer engagement/disengagement in learning. The results of six multiple stepwise regression analyses showed that: (1) to enjoy and value learning is vital to develop a larger vocabulary size; (2) perceived autonomy is important in cultivating the enjoyment and value of learning in learners' minds; (3) perceived competence plays a decisive role in motivating and demotivating learners; and (4) whereas motivated peers have little impact on learners' motivation in a demotivating learning environment, demotivated peers have a negative influence. These findings reveal the malleability of peer influences as well as crucial factors for successful EFL vocabulary acquisition in a demotivating learning context.

**Wiese, D. (2017). Introduction to the theme section: Extensive reading. The CATESOL Journal, 29(2)1-4. Retrieved from [http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2\\_wiese.pdf](http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2_wiese.pdf)**

625--\*In addition to introducing four articles on ER, this work recounted the author's initial experience using ER when he shifted from teaching university ESL students of advanced proficiency to low intermediate students. Two particular benefits of ER that he noticed were: (1) students gained control of high frequency vocabulary; and (2) students were able to use their extensive reading for critical thinking and other activities. Two areas in which the author hoped to improve his use of ER were: (1) encouraging his students to do ER for longer periods of time; and (2) promoting greater intrinsic, rather than extrinsic, motivation to do ER.

**Van Amelsvoort, M. (2016). Extensive reading onboarding: Challenges and responses in an optional program. Juntendo Journal of Global Studies, 1,**

937--This study reviews the redesign of an extensive reading (ER) program at a private university in Japan. The original ER program design for 2015 proved less than optimally engaging and so suggested improvements based on an examination of relevant literature were carried out. These included: 1) better educating and orienting students; 2) making the program obligatory and assigning a grade for reading; 3) setting reading goals; 4) connecting ER to classroom activities; and 5) making progress visible and public through tracking, sharing and providing feedback on progress. This study compares the reading amount in the first term of the 2015 year and the first term of the 2016 year, immediately after the changes, were put in place. The 2016 program appears to have been far more successful at engaging students.

**Abdollahi, M., & Farvardin, M. T. (2016). Demystifying the effect of narrow reading on EFL learnersâ€™ vocabulary recall and retention. *Education Research International*, 2016, 1-10. <https://doi.org/10.1155/2016/5454031>**

911--The aim of the present study was to explore the effect of narrow reading on English as foreign language (EFL) learnersâ€™ vocabulary recall and retention. To this end, 60 senior high school students studying at Tarbiyat High School in Mahshahr, Iran, were selected from four intact classes. The participants were then divided into two equal groups, experimental and control. Ten words which were unknown to the participants were selected as target words. The experimental group received thematically related passages while the control group was given reading passages of different topics. The immediate posttest was given to the participants two days after the treatment. Afterwards, two delayed posttests were administered with two week intervals. The scores were analyzed through two-way repeated measures ANOVA, Bonferroni pairwise comparisons, and independent samples -tests. The results revealed that the experimental group outperformed the control group in all posttests. The implications arising

from the findings and suggestions for future research were explained.

**Carney, N. (2016). Gauging Extensive Reading's Relationship with TOEIC Reading Score Growth. *Journal of Extensive Reading*, 4, 70-86.**

**<https://jalt-publications.org/content/index.php/jer/article/view/1119>**

904--This paper reports on a study relating the extensive reading achievement of an intact group of EFL learners at a Japanese university to the change in their institutional TOEIC reading scores after a period of seven and a half months. Similarly to other studies using inferential statistics to determine how extensive reading affects or relates to TOEIC scores, this study found almost no statistically significant relationship between increased reading and improvement in TOEIC reading scores. Likewise, the extensive reading group did not have significantly higher TOEIC reading scores than other similar proficiency groups at the same university who were not doing extensive reading. In response to this and other studies' results, the paper includes an extended discussion regarding the plausibility of researching extensive reading's relationship with TOEIC scores and important considerations for such research if it is carried out. The paper concludes with a call for more widespread collaboration among extensive reading researchers.

**Cheetham, C., Harper, A., Elliott, M., & Ito, M. (2016). Assessing student attitudes toward graded readers, MReader and the MReader challenge. *The Reading Matrix*, 16(2), 1-19. Available: <http://www.readingmatrix.com/files/15-in55a2nj.pdf>**

630--This paper describes a pilot study conducted with English as a foreign language (EFL) students at a private university in Japan who used graded readers and the MReader website in class or independently to enhance their English reading skills. Each semester students who read 100,000 words with MReader quizzes passed enter into the 'MReader Challenge,' a reading contest that recognizes students for their achievement. The study focused specifically

on the attitudes of thirty-six EFL students who successfully completed the Challenge in the 2015 spring semester using graded readers and MReader, and their motivation to continue using English in the future. The attitudes of these students were measured using their responses to statements on a Likert scaled survey. Follow-up semi-structured interviews were conducted with eleven students to gain additional insight into their opinions. The results from this study suggest that reading graded readers in general promoted intrinsic motivation among a majority of the participants. This study is preliminary and needs to be expanded and continued to assess the lasting impact of the extensive reading program. Limitations and future directions of the study are also summarized and discussed.

**Chen, I. J. (2016). Hypertext glosses for foreign language reading comprehension and vocabulary acquisition: effects of assessment methods. *Computer Assisted Language Learning*, 29(2), 413-426. <https://doi.org/10.1080/09588221.2014.983935>**

769--This study compared how three different gloss modes affected college students' L2 reading comprehension and vocabulary acquisition. The study also compared how results on comprehension and vocabulary acquisition may differ depending on the four assessment methods used. A between-subjects design was employed with three groups of Mandarin-speaking college freshmen. The participants read an English passage, each with different gloss formats: in-text mode, marginal gloss mode, and pop-up mode. The English proficiency level of the participants was elementary. Summary writing and multiple-choice questions were used to assess reading comprehension; word translation and word matching were used to assess vocabulary acquisition. Results of a multivariate analysis of covariance (with proficiency as the covariate) indicated that different assessment methods using the same gloss mode yielded different outcomes. In general, while the marginal gloss mode resulted in the highest scores on the multiple choice test, in-text glosses brought about the best performance in the rest of the tests, and pop-up glosses led to the lowest scores on all four

tests. This study suggests that student performance outcomes concerning gloss mode may be assessment specific. Researchers should consider how investigators obtain their outcomes when interpreting the results of a study.

**Chou, I. C. (2016). Reading for the purpose of responding to literature: EFL students' perceptions of e-books. *Computer Assisted Language Learning*, 29(1), 1-20.**

606--As electronic books continue to attract attention as a pedagogical tool in language classrooms, the impact that e-books are expected to have on higher education cannot be ignored. Despite the pervasiveness of e-book reading studies in higher education, most studies show that students' reactions to e-books are often negative. However, the effects of using e-books are considered beneficial in extensive reading programs in many first- or second-language classrooms. The different results may be due to different reading purposes. In addition, limited studies have investigated whether students' perceptions of e-books change over time since many of the e-book reading studies used a survey, rather than longitudinal, approach. Thus, this study intended to determine (1) English as a foreign language (EFL) college students' perceptions of e-books when they read for the purpose of responding to literature rather than for the purpose of intensively studying in an academic context; and (2) whether these perceptions change over time as based on a qualitative perspective. Twenty freshmen enrolled in a literature-based course participated in a semester-long e-book reading. The results showed that the students in this study generally valued the intangible nature of e-books. However, the e-book reading experience was still considered unpleasant to most of the participants in this study. This implies that the reading purpose may not have a great influence on students' perception of e-books. Despite the overall negative perceptions of e-books, the students also demonstrated some improved attitudes toward reading e-books for an entire semester. The findings indicate that when students are given time and opportunities to read e-books, they are likely to develop e-book reading habits and strategies. It would be a

pity if we gave up providing students e-books merely because of their initial negative attitudes.

**Gascoigne, C. & Parnell, J. (2016). Returning to reading: An online course in French offers a snapshot of L2 reading habits and trends. *The Reading Matrix*, 16(2), 37-47. Available:**

**<http://www.readingmatrix.com/files/15-x0gn88ak.pdf>**

631--With today's students spending increasing amounts of time involved in online activities, there is a growing need to study their online reading habits. Indeed, it is not only students' out-of-class engagement with electronic media that calls for increased attention to the reading skill, in general, and online reading, in particular, but it is also the explosion in the number of hybrid and online courses at both the secondary and post-secondary levels that begs for examination. While communicative competence may still reign, it is time for the profession to turn at least some of our attention back to the importance of the reading skill and increase our research specifically devoted to understanding the process of online reading in the L2. The following pages speak to this need by contributing information on the creation of an online post-secondary French course devoted to developing L2 reading skills, as well as a qualitative study of the students' reading habits both in print and online in both English (the L1) and in French (the L2). Findings from this pre- and post-course survey coupled with results from other studies begin to flesh out a portrait of online L2 reading behavior.

**Gough, W. (2016). Introducing content through reading circles. *Extensive Reading in Japan [ERJ]*, 9 (1) 7-9. [http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_9.1.pdf](http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_9.1.pdf)**

887--In an elective reading seminar course that I teach at a marine sciences and technology university, I used a negotiated syllabus to introduce content through extensive reading and reading circles. The aim of the course is to develop reading fluency and in first day questionnaires for the 2015

course,

students indicated they wanted to develop their reading speed, vocabulary comprehension, and ability to read and

discuss marine and scientific topics in English. Integrating language and content is an effective teaching method

because students will find the communication meaningful in both social and academic contexts (Snow, Met, &

Genesee, 1989). Students are more likely to become active learners when studying content in English because the

materials are designed around topics of interest to them. Students at the marine sciences and technology university

currently engage with English content on a very limited basis in courses in their majors, but the students in the

reading seminar showed interest in developing skills that would enable them to work more substantially with

English content in the future. The reading seminar course described in this paper used elements of ER, literature

circles, and content-based instruction to encourage autonomous learning and develop fluency and linguistic

competence for encountering marine, technological, and scientific topics in English.

**Hardy, J. E. (2016). The effects of a short-term extensive reading course in Spanish. *Journal of Extensive Reading*, 4(2), 47-68. Retrieved from <http://jalt-publications.org/jer>**

609--The study investigates the effects of a seven-week extensive reading course in college-level Spanish. A stand-alone course in extensive reading was offered as an elective for students at the intermediate through low-advanced levels of Spanish. Subjects completed two



pre- and post-course tests of Spanish proficiency, a questionnaire about their attitudes toward reading and their motivation to read in Spanish, and they wrote weekly reflections about their reading. Study participants improved significantly on one of the two measures of Spanish proficiency. Results also showed an overall increase in intrinsic motivation, and a decrease in extrinsic motivation to read in Spanish. Subjects also reported significantly less use of a dictionary at the end of the course. Students' weekly reflections complemented the quantitative results and revealed highly favorable reactions to extensive reading.

**Jacobs, G. (2016). Dialogic reading aloud to promote extensive reading. *Extensive Reading in Japan [ERJ]*, 9 (1) 10-13. [http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_9.1.pdf](http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_9.1.pdf)**

888--How can teachers motivate students to read extensively in a second language? One strategy is

for teachers to read aloud to students to promote the joys of reading generally, to build studentsâ€™

language skills and to introduce students to specific authors, book series, genres, websites, etc. This

article begins by discussing why teachers might want to read aloud to their students. Next, guidelines are given

for reading aloud. These guidelines include insights from the literature on dialogic reading in which reading is

enlivened by wide-ranging discussion (Whitehurst et al., 1994).

**Jacobs, G. M., & Renandya, W. A. (2016). Using positive education to enliven reading. *RELC Journal*, 47(3), 1-8**

613--Positive education is a relatively new, student centred approach which takes an optimistic view of learning, seeks to build on students' individual and collective strengths and

encourages students to take responsibility for collaboratively interacting with peers for the benefit of themselves and others. This article begins by explaining some of the roots, research, principles and applications of positive education. Seven positive education principles are: connections with others, responsibility, gratitude, positivity, strengths, kindness and meaning. Next, the article considers how positive education can inform two approaches to the teaching of reading: dialogic reading and extensive reading. Dialogic reading involves students interacting with teachers and peers about what they read. This interaction can include topics related to emotions and values. Extensive reading involves students in reading large quantities of text at and around students' current reading levels. Sometimes, students may do activities to share with others about what they read. The last part of the article provides ideas and examples of how dialogic reading and extensive reading might benefit from insights from positive education.

**Jeon, E-Y, & Day, R. R. (2016). The effectiveness of ER on reading proficiency: A meta-analysis. *Reading in a Foreign Language*, 28(2), 246-265. Available: <https://nflrc.hawaii.edu/rfl/item/354>**

617--A meta-analysis was performed to investigate the impact of extensive reading (ER) on reading proficiency. This study gathered 71 unique samples from 49 primary studies published from 1980 to 2014 involving a total of 5,919 participants. Effect sizes were generated separately according to two different study designs: experimental-versus-control contrasts and pre-to-post-test contrasts. Small to medium effect was found in both study designs. Moderator analysis showed growing interest in ER in the field over the last 30 years. Also, a higher effect was found in the adults than in the children and adolescents group. English as a foreign language (EFL) settings showed a higher effect than English as a second language (ESL) settings; and web-based stories had a higher effect than paper books. Finally, ER as a part of

curriculum showed the highest mean effect among ER types. Suggestions are made on how to implement ER in ESL and EFL settings effectively.

**Kaur, N. (2016). Peer reading project to improve language skills and confidence. *Extensive Reading in Japan. [ERJ], 9 (1)***

**18-19.,** [http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_9.1.pdf](http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_9.1.pdf)

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

**Liu, I. F. (2016). An Exploration Based on Intrinsic, Extrinsic, and Interpersonal Motivation That Affect Learners' Intention to Participate in an English Reading Contest: From Extensive**

**Reading Perspective. Journal of Educational Computing Research, 55(5), 699-723.**

623--Reading is the foundation for learning foreign languages. The cultivation of a reading habit should break free of the limitations of traditional classroom-style education in order to bring about the possibility of lifelong learning. However, foreign language learning in Taiwan has traditionally been oriented toward college entrance exams, causing students to learn exam techniques while ignoring the benefits that can be gained from reading, which can be difficult for inspiring learning motivations in students. To encourage a reading habit in learners through extensive reading, this study provided an online English learning community for students to learn in and an online English contest for students to participate in. This study also proposed a hypothetical model to not only examine the relationships between the factors of participative motivation in contests but also predict the intention of learners to participate again in future contests. A total of 361 high school students participated in this study. Through data analysis, our model was shown to achieve good fit, and all hypotheses were supported. Finally, we identify and discuss the phenomena from the relationships in the educational setting.

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

618--Nation (2014) concluded that most of the vocabulary one needs to read challenging texts in English can be acquired incidentally through voluminous reading. This study examines possible texts that second language (L2) readers can use to move from controlled-vocabulary materials such as graded readers, which go up through approximately the 4,000-word-family level, to more challenging texts such as newspapers, classic novels, and academic texts, at the 9,000-word-family level. An analysis of a set of popular fiction series books found that such books can provide a sufficient amount of input, with 98% vocabulary coverage, so as to serve as one possible bridge to more challenging texts.

**Nakano, T. (2016). Extensive reading for second language learners of Japanese in higher education: Graded readers and beyond. *The Reading Matrix*, 16(1), 119-132. Available: <http://readingmatrix.com/files/14-nd385116.pdf>**

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

**Okai, M. P. (2016). Effect of extensive reading on the readability of children with reading difficulties (Doctoral dissertation, University of Cape Coast). <https://tinyurl.com/ER-Okai-2016>**

1007--The study investigated the effect of extensive reading on the readability of children with reading difficulties. The research design adopted for the study was experimental design specifically the quasi experimental design. A sample of 90 children was sampled using simple random sampling and purposive techniques. The experimental group consisted of 40 children and the control group consisted of 50 children. The major instrument used for data collection was reading tests. The study revealed that Partner Reading (PR) and Repeated Reading (RR) are effective and significant approaches that can be used to improve children's reading abilities. There was a statistical significant difference in the scores of children in the experimental group and children in the control group. The study also found that Read Aloud

(RA) approach is not an effective approach or strategy to help children with reading difficulties since Post-hoc comparisons using the Games-Howell test revealed that the mean score for Read Aloud was significantly different from Partner Reading and Repeated Reading. The study recommended that school heads, administrators and teachers should make a conscious effort to screen pupils in primary three to ascertain their reading abilities. Ministry of Education (MOE) in collaboration with school heads should provide in-service training to teachers to enable them acquire the requisite skills and strategies that will help children who face challenges in reading in remedial teaching..

**Park, J. (2016). Integrating reading and writing through extensive reading. *ELT Journal*, 70(3), 287-295. doi:10.1093/elt/ccw042.**

615--This study explores whether an extensive reading (ER) approach can enhance L2 learners' writing performance in an English for Academic Purposes context. Two classes were compared in terms of writing improvement after one semester: a 'traditional' writing class primarily focused on writing practice and grammar instruction, and an ER class in which students engaged in ER in and out of class, along with completing reading-related writing activities. Essay tests were administered at the beginning and the end of the semester to measure students' writing improvement. The study found that although both classes demonstrated writing improvement after one semester, students who were exposed to more input through ER gained significantly higher holistic scores in their post-essay test. In addition, analytic evaluation found that the ER class improved more than the traditional class in the specific areas of content, organization, vocabulary, language use, and mechanics.

**Renandya, W.A., & Jacobs, G.M. (2016). Extensive reading and listening in the language classrooms. In W.A. Renandya & H.P. Widodo (Eds.), *English Language Teaching Today: Linking Theory and Practice* (pp 97-110). Switzerland: Springer International Publishing**

614--This chapter first looks at ER and EL separately, highlighting the language learning benefits of the two approaches to language learning. It then discusses ways of implementing the two together in input-poor L2 contexts where the quantity and quality of the target language input tends to be severely limited. In these situations, the main source of input comes from the classroom teachers and the coursebooks, which, while useful, tend to have limited impact on L2 learning. By implementing both approaches, L2 learners could be exposed to far richer and greater quantity of language input, which in turn would have a more pronounced salutary effect on their L2 learning.

**Stephens, M., (2016). Response to Sakurai: The influence of translation on reading amount, proficiency and speed in extensive reading, *Reading in a Foreign Language*, 28(2),151-154.**  
**<https://nflrc.hawaii.edu/rfl/item/347>**

747--\*[Future recommendations] Numerous studies such as those outlined above highlight the connection between phonological processing and reading by both L1 and L2 readers. Many graded reader collections include an audio component in the form of a CD. Xreading, an online platform for extensive reading, provides the text and audio for graded readers, and allows students to play the audio at five speeds. Students can therefore simultaneously read and listen to a text, and then listen to the same text without reading, in order to develop the skill of listening without the support of a written text. Sakurai (2015) has concluded that reading without translation and grammatical analysis leads to improvements in reading amount, speed and comprehension by Japanese learners of English. Given the critical importance of phonological processing in proficient reading, and the findings of Chang and Millet (2015) in support of audio-assistance, I argue that students not only refrain from translation and grammatical analysis, but that they also supplement their reading with audio-assistance.

**Suk, N, (2016). Teacher and Student Perceptions of Extensive Reading Activities. *Modern***

762--This study explores teacher and student perceptions of and experience with various extensive reading activities in two L2 classes over a 15-week semester. Eight extensive reading activities were selected and implemented to best facilitate students' engagement in reading in English. The activities were evaluated based on data collected from students and the teacher (i.e., teacher's reflection notes, interviews, activity evaluation survey, and personal communications with students) throughout the semester. To analyze the qualitative data (i.e., teacher's reflection notes, interviews, and personal communications with students), the entire data were examined to find recurring characteristics and themes across all responses. The quantitative data (i.e., activity evaluation survey) was analyzed using descriptive statistics to determine general characteristics in the data. Findings of this study shed light on the feasibility of those extensive reading activities in L2 reading classes and students' responsiveness to them in the setting. In general, the students in the study showed a favorable predisposition toward extensive reading activities. Six (out of eight) extensive reading activities were perceived as effective in terms of facilitating students' motivation to read in and out of class. The study suggests important implications for L2 reading curricula when programs implement extensive reading.

**Suk, N. (2016). Impact of extensive reading in a Korean EFL university setting: A mixed methods study. Retrieved from <http://pqdtopen.proquest.com/doc/1696319050.html?FMT=ABS&pubnum=3708188> Also: Suk Namhee (2017). The Effects of Extensive Reading on Reading Comprehension, Reading Rate, and Vocabulary Acquisition. *Reading Research Quarterly, 52(1)*, 73-89. doi:10.1002/rrq.152**

607--This study investigated the longitudinal impact of an extensive reading approach on Korean EFL university students' reading comprehension, reading rate, vocabulary acquisition, and motivation to read over a 15-week semester. The study also examined the relationship



between two types of vocabulary tests (i.e., a generalized vocabulary knowledge test and individualized vocabulary knowledge tests) designed for the study. Additionally, students' perceptions of extensive reading throughout the semester were explored. A quasi-experimental research design was employed using four intact classes, two comparison (n = 88) and two experimental (n = 83) classes. The comparison classes received 100-minute intensive reading instruction per week whereas the experimental classes received 70-minute equivalent intensive reading instruction and 30-minute extensive reading instruction per week.

A reading comprehension and rate test and a generalized vocabulary test were administered at pre- and post-tests. Sixty-two students in the experimental classes who read consistently throughout the semester also took individualized vocabulary tests to assess learning of the words that appeared in the reading materials read by individual students. Additionally, an extensive reading motivation questionnaire (post-test only) was administered to the experimental classes to determine which factors in the questionnaire would predict students' reading amount. Finally, a semi-structured interview protocol was employed at three different time intervals during the semester.

Repeated-measures MANOVA revealed that the experimental classes significantly outperformed the intensive reading classes on the combination of the three dependent variables (i.e., reading comprehension, reading rate, and vocabulary acquisition). Results of the investigation of the relationship between the two types of vocabulary tests revealed that the two tests showed similar patterns in terms of measuring vocabulary knowledge as a result of extensive reading. Finally, in terms of the participants' motivation to read, a multiple regression analysis indicated that one predictor variable (i.e., Reading for Academic Achievement) was able to predict the participants' motivation to read. In addition, qualitative results from interviews with 19 students showed that the participants had positive extensive reading

experience over a 15-week semester; their perceptions of extensive reading and extensive reading practices support the findings from the quantitative data. Implications for extensive reading in L2 curricula are discussed.

**Sun, Y. C. (2016). A corpus analysis of vocabulary coverage and vocabulary learning opportunities within a children's story series. *Reading Matrix: An International Online Journal*, 16(1), 1-17. <https://www.readingmatrix.com/files/14-98y4a1ck.pdf>**

950--Extensive reading for second language learners have been widely documented over the past few decades. However, few studies, if any, have used a corpus analysis approach to analyze the vocabulary coverage within a single-author story series, its repetition of vocabulary, and the incidental and intentional vocabulary learning opportunities therein. The current study analyzes 48 publications in the Magic Tree House series and compares (1) the vocabulary coverage across the series with the three word lists developed for middle school and high school in Taiwan; (2) the word-type repetition patterns observed in the corpus across the three word lists; and (3) the prospects of incidental vocabulary learning, word list learning, and intensive new word learning during extensive reading of the series. The rich Magic Tree House corpus makes repeated use of vocabulary from all three word lists, and the findings indicate that extensive reading can support word list learning, especially of the Middle School Basic 1,200 list. Research finding indicates that acquiring words from word lists prior to reading is not as effective as focusing on new word types as they appear in the series; as the number of readings increases, so too do the opportunities

for incidental vocabulary acquisition.

**Sun, Z., Yang, X. M., & He, K. K. (2016). An extensive reading strategy to promote online writing for elementary students in the 1: 1 digital classroom. *Computer Assisted Language Learning, 29(2)*, 398-412. <https://www.tandfonline.com/doi/abs/10.1080/09588221.2014.974860>**

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

**TÄ¼rkdoÄyan, G., & Sivell, J. (2016). Self-determination theory and Day and Bamford's principles for extensive reading. *Novitas-ROYAL (Research on Youth and Language), 10(2)*,**

621--Day and Bamford's ten principles for promoting second-language (L2) extensive reading (ER) have been commended for their highly applicable practicality. However, for various reasons, assuring successful ER instruction can remain a challenging task. This surprising contrast may in part be clarified by examining the relationship between Day and Bamford's recommendations and the factors highlighted in the Self-Determination Theory (SDT) of motivation. Day and Bamford's ten recommendations incorporate features that can be viewed as exemplifying one or more of the three SDT components -- competence, autonomy, and relatedness -- which, SDT argues, should all be present in an ideally motivational environment. However, a mixed-method study of 9 adult ESL instructors (Likert scale questionnaires, plus follow-up interviews) suggested that selective adherence to some but not all dimensions of Day and Bamford's guidance may allow SDT constituents to be unwittingly underrepresented. We therefore advise that Day and Bamford's principles for ER instruction should be explicitly associated with the SDT framework, in order to draw practitioners' attention as directly as possible to the full range of motivational resources available. Implications are proposed for pre-service teacher education, institutional planning, and in-service professional development.

**Tabata-Sandom, M. (2016). What types of texts and reading aids are good for Japanese graded readers? *Journal of Extensive Reading* 4(2), 21-46. Retrieved from <http://jalt-publications.org/jer>**

608--This study investigates what types of texts and reading aids are suitable for Japanese graded readers. Thirty-one New Zealand university students of Japanese as a foreign language read one authentic text and four differently modified texts. The four differently modified texts were simplified texts, elaborated texts, texts with marginal glosses and texts with

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

**Teng, F. (2016). The effects of word exposure frequency on incidental learning of the depth of vocabulary knowledge. *GEMA Online Journal of Language Studies*, 16(3), 53-70.**

838--This study examined the rate at which depth of vocabulary knowledge was learned and retained from reading a 300-headword graded reader, *The Star Zoo*. A total of 30 tertiary-level students who learn English as a foreign language (EFL) in China volunteered to take part in a reading program. Incidental learning and retention of the depth of vocabulary knowledge was measured, complementing previous research along this line. The depth of vocabulary knowledge was examined by using 36 test items within six bands of frequency (more than 20 times to only once). The target words were substituted with pseudo-words. Two tests were employed to measure receptive and productive vocabulary knowledge. This study was completed in three sessions: Students read the book for the first time and finished tests; students read the book for the second time seven days later, and finished tests; finally, retention tests were completed three months later. The findings showed that incidental vocabulary learning through reading was very limited, and this learning was largely based on a

high frequency of word occurrence, that is, the higher the frequency level was, the better the learners' word-learning was. The number of times that Chinese EFL learners needed to encounter a word to recognize vocabulary knowledge was 14 times, and at least 18 times were needed for productive vocabulary knowledge. This study shows that attention to building knowledge of known words instead of solely introducing new words should be paid, and that both word exposure frequency and elaborate word processing are important as part of successful vocabulary development.

**Trainor, K. (2016). Extensive reading in the junior high school classroom. [ERJ], 9 (1) 14-16.**

**[http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_9.1.pdf](http://jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_9.1.pdf)**

889--Numerous studies indicate various benefits of extensive reading such as increasing motivation

(Mason & Krashen, 1997), building reading fluency (Iwahori, 2008), and overall language learning

(Day & Bamford, 1998). Most of these studies are at the college level. Nishino (2007) points out that

very few studies involving extensive reading are at the high school or the junior high school level.

Additionally, most of the studies that have been conducted at the high school level were in special

reading classes. If extensive reading is so beneficial to language learning, it should be introduced in junior high

school.

**Zhao, A, Guo, Y., Biales, Carrie, & Olszewski, A., (2016). Exploring learner factors in second language (L2) incidental vocabulary acquisition through reading. Reading in a Foreign**

748--This study examined the predictive role of several learner factors in second language (L2) incidental vocabulary acquisition through reading, including: L2 proficiency, motivation, anxiety, and mastery of strategies. Participants were 129 English learners in a comprehensive university in China. Participants read two English texts and were given an unannounced vocabulary test to assess their incidental vocabulary acquisition. Their levels of motivation, anxiety, and mastery of strategies were measured by three specifically designed instruments that targeted incidental vocabulary acquisition. A multiple linear regression analysis revealed that L2 proficiency, anxiety, and mastery of strategies were positive and significant predictors of incidental vocabulary acquisition, although motivation was not. This confirms the role that learners' linguistic, affective, and cognitive features play in L2 incidental vocabulary acquisition.

**Bieri, T. (2015) Implementing M-Reader: Reflections and reactions Extensive Reading in Japan [ERJ], 8(1), 4-7. [http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_8.1.pdf](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_8.1.pdf)**

697--In my own teaching, perhaps one of the most difficult to follow principles of ER put forth by Day and Bamford (1998, 2002) has been the sixth, which suggests that extensive reading normally should not involve comprehension checks. I have struggled to reconcile this principle with the desire to hold learners accountable for doing the reading and the need to give them credit for their efforts, as have other university instructors using ER (Bieri, 2015). Therefore, I decided to switch from self-reporting to the use of M-Reader, an extensive reading quiz and tracking website, in my three reading courses in spring semester 2015. Â Â

The implementation of M-Reader resulted in time-savings for this instructor and appears to have been more accurate at tracking reading volume. Student responses seemed to indicate an overall positive attitude. However, some reported feeling negatively towards possible cheating, lack of quizzes for some books, quiz difficulty, and time limitations on quizzing.

While it may be difficult to generalize these conclusions to other settings, it is hoped this paper

will provide useful data that other instructors who are considering adopting M-Reader can use to make informed decisions regarding its likely merits in their own teaching contexts.

**Chang, A. C.-S., & Millett, S. (2015). Improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. *System*, 52, 91-102. doi: 10.1016/j.system.2015.05.003**

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

**Chang, A.C.-S. (2015). An investigation of different text levels on L2 learners' vocabulary learning rates in an extensive reading program. *Vocabulary Learning and Instruction*, 4(1), 47-57. <http://vli-journal.org/wp/wp-content/uploads/2015/10/vli.v04.1.2187-2759.pdf>**

698--This study investigated whether different text levels would affect L2 learners' vocabulary learning rates and further examined the correlation between the frequency of word occurrence and learning rates. A group of 31 high-school students read five level 1 and then five level 3 graded readers. Target words were selected and a vocabulary test was administered. Test results demonstrated that the learning rate at level 1 was significantly higher than those of level



3 in the post-test. The attrition rate of level 1 texts was also higher, which led to no significant difference in learning rates in the delayed post-test. Overall, the learning rates for both level 1 and level 3 texts were very high.

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

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

**Chou, I.-C. (2015). Engaging EFL students in e-books using reader-response theory. *The Reading Matrix*, 15(2), 167- 181. <https://www.readingmatrix.com/files/13-er173moy.pdf>**

894--

E-book reading is generally considered suboptimal because people engaging in e-book reading tend to browse through digital texts. However, studies have indicated that e-books are useful tools in ESL/EFL classrooms to engage students in extensive reading. If teachers in higher education want to use e-books in academic contexts, it is important to implement different pedagogical approaches to help college

students engage in e-book reading. This study, using a reader response perspective, attempted to engage EFL college students in e-books in a semester-long literature course. The result indicates that the students could still undergo meaningful reading practice through e-books.

**D. Singh, N. K. (2015). The impact of extensive reading on English language proficiency and motivation to read.**

**<https://www.semanticscholar.org/paper/The-impact-of-extensive-reading-on-English-language-Singh-Kaur/95d0ad3184d07be1f63508fff80ac36c095c41f1>**

975--This study focuses on the development and implementation of an extensive reading (ER) programme to enhance English Language proficiency and motivation to read among fourteen-year old students in a secondary school in Malaysia. The nine-month study utilized an experimental design where the 120 participants were divided into two groups: an experimental group (59 students) and a control group (61 students). The experimental group was engaged in a weekly 40-minute scheduled class time where extensive reading was carried out in school while the control group read in their free time. Both groups were provided with the same reading materials. The effectiveness of the programme in developing three aspects of students' language proficiency - vocabulary, general language proficiency and reading comprehension was measured using three instruments which were the vocabulary, cloze and comprehension tests. An affective questionnaire was designed to assess change in motivation to read and structured open-ended interviews were conducted on 20 students to elicit feedback on the effectiveness of the ER programme. Results from t-test paired-samples and independent samples showed that the experimental group improved in the vocabulary, cloze and reading comprehension tests while the control group did not show any improvement.

However, there was no significant difference in motivation to read in both groups. The results suggest that monitored ER scheduled during a weekly class time where students read comprehensible articles should be made part of the curriculum. This can be achieved through the proposed Collaborative ER Model.

**Day, R. R. (2015). Extending extensive reading. *Reading in a Foreign Language*, 27(2), 294-301. <https://nflrc.hawaii.edu/rfl/item/332>**

599--The April 2015 issue of *Reading in a Foreign Language* featured a discussion forum on extensive reading (ER). Most of the authors, recognized authorities on ER, discussed their views of the principles of ER, particularly in establishing and conducting ER programs. The purpose of this discussion is to review developments in the practice of and the research concerning ER since 1998 and to offer possible directions for the practice of ER. I begin with a discussion of the nature of extensive reading. This is followed by a presentation and discussion of a survey of the practice of ER and the research findings from 1998 to the present. Based on the results of the survey of the practice ER, an extensive reading continuum is proposed. The discussion closes with a look ahead at what the practice of ER might look like.

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

**<http://www.readingmatrix.com/files/12-1wrev9wf.pdf>**

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

motivation levels whereas there existed a significant positive correlation between the amount of reading and intrinsic motivation.

**Edy, S. (2015). The effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation. Jurnal Pendidikan Humaniora (JPH), 2(1), 54-58.**

582--The study investigates if the extensive reading activity is effective in improving students' reading comprehension achievement and if there is any interaction between the extensive reading and the students' reading motivation. This study employs a quasi-factorial design with a pretest and posttest non-equivalence group design. The subjects of the study were the second semester students of STAIN Curup, Bengkulu [Indonesia] in academic year 2011-2012. Students' reading comprehension achievement was measured by an objective test in the form of multiple choice questions; students' reading motivation was profiled and classified by a reading motivation questionnaire. In analyzing the data collected, the research used Multivariate Analysis of Covariance. This research reveals the following findings. (1) The students taught by the extensive reading activity showed higher scores than those taught by conventional way. (2) There is no interaction between students' motivation and extensive reading.

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

<https://jalt-publications.org/content/index.php/jer/article/view/7/1>

700--Most extensive reading programs rely on graded readers as the main source of reading material, especially for learners at lower proficiency levels. There is considerable variation among publishers with regard to the way graded readers are categorized into levels of difficulty. Interviews and think aloud protocols show that factors other than number of

headwords need to be taken into consideration when assessing the level of difficulty of graded readers. The findings suggest that authors and editors need to pay closer attention to the likely age range of the target readers, cultural issues, use of idiomatic and figurative language, literary devices, illustrations, and plot structure when determining readability.

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

**[https://www.researchgate.net/publication/283843498\\_L1\\_reading\\_factors\\_in\\_extensive\\_L2\\_reading-while-listening\\_instruction](https://www.researchgate.net/publication/283843498_L1_reading_factors_in_extensive_L2_reading-while-listening_instruction)**

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

**Hansen, L. E., & Collins, P. (2015). Revisiting the case for narrow reading with English language learners. *The Reading Matrix*, 15(2), 137-155.**

945--This study investigated children's access to books, narrow independent reading volume, and growth in vocabulary knowledge and comprehension. Two hundred-twenty English language learners and native-English speaking children from diverse socioeconomic backgrounds were given measures of vocabulary and literacy in the fall and spring of fourth grade. Book reading volume was recorded using reading management programs. ELL children

had greater access to books at school than had been previously reported among children from low income communities. However, ELLs were exposed to fewer words and comprehended books more poorly than their non-ELL peers. Growth in receptive vocabulary knowledge was related to the proportion of narrow books children read, regardless of language status. The findings of this study suggest that teachers can support ELL children's literacy development by helping them select appropriately difficult books, encouraging them to engage in more independent reading, and suggesting that they read narrowly.

**Huang, Y. C. (2015). Why don't they do it? A study on the implementation of extensive reading in Taiwan. *Cogent Education*, 2(1), 1-13. doi: 10.1080/2331186X.2015.1099187**

604--The study aims to verify whether extensive reading (ER) is able to promote senior high school students' English reading motivation and foster positive attitude towards reading in English. It further explores the teachers' perceptions of and the challenges faced in the implementation of ER activities. An ER activity was held for 12 weeks with 258 participants from 4 senior high schools in Southern Taiwan. Focus group interviews were then carried out with 72 randomly selected participants, after which individual interviews were conducted with 6 English teachers from these participating schools. Findings reveal that despite the challenges encountered in implementing the activity, the English teachers observed its benefits and were willing to encourage students to read extensively. The majority of the student participants also held positive attitudes towards the ER activity. Their positive attitudes, however, did not lead to the enhancement of their motivation in reading extensively due to the heavy workload from tests, homework or cram school. It was generally agreed that ER was time-consuming and not efficient enough to boost their exam scores. Accordingly, the study suggests that coordinated efforts and change of attitudes among the stakeholders are indispensable in the promotion of ER among senior high school students.

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

600--This discussion piece continues the discussion forum on extensive reading (ER) from the April 2015 issue of *Reading in a Foreign Language*. In that forum, a number of the discussions were concerned with the principles of ER (Day & Bamford, 2002) in implementing ER. Our discussion also concerns the principles; we examine ER programs that used what we believe are five core principles and their impact on second language (L2) reading proficiency. The aim is to show how much effect we can expect from ER programs on L2 reading proficiency through the tool of meta-analysis. We discuss the results of a meta-analysis that was done to determine the effect of ER programs on L2 reading proficiency in two settings, English as a foreign language (EFL) and English as a second language (ESL). These ER programs all used the five core principles. For details on the meta-analysis and the study, see Jeon and Day (in progress).

Available: <http://nflrc.hawaii.edu/rfl/October2015/discussions/jeon.pdf>

**Kang, E. Y. (2015). Promoting L2 vocabulary learning through narrow reading. *RELC Journal*, 46(2), 165-179.**

817--Krashen (2004) has advocated that narrow reading, i.e., reading a series of texts addressing one specific topic, is an effective method to grow vocabulary. While narrow reading has been championed to have many advantages for L2 vocabulary learning, there remains a relative dearth of empirical studies that test the impact of narrow reading on L2 learners' lexical

growth. The present study examines whether narrow reading results in L2 vocabulary learning. A total of 61 high intermediate learners read a series of texts either thematically related (narrow) or unrelated (wide) over one month. The findings showed that narrow reading considerably facilitated learners' understanding of meanings of target words and their ability to appropriately use them. The narrow group's responses to an exit questionnaire revealed several factors that could have accounted for this improvement in their vocabulary knowledge. Several implications for vocabulary teaching are discussed.

**Kano, M. (2015). Revealing factors affecting learners sense of difficulty in extensive reading through reader corpora. *Procedia -- Social and Behavioral Sciences* 198, 211-217.**

**doi:10.1016/j.sbspro.2015.07.438**

581--In Extensive Reading (ER) programs in university English curricula, two kinds of readers are often used: Graded Readers (GRs), specifically designed for learners of English as a foreign language, and Youth Readers (YRs), written for native speaker children. However, students often find YRs more difficult even when they are categorized as being at the same level as GRs. To find out the differences between GRs and YRs, reader corpora were compiled and compared. As a result, the following characteristics of YRs were observed: (1) a lower percentage of the basic 1000-word-level vocabulary, showing a steady increase of vocabulary level as the reader levels go up, (2) a higher percentage of passive sentences and complicated sentence structures, (3) some basic words, such as even, if, been and around, having much higher frequencies and usage varieties, and (4) many more descriptive expressions. These characteristics of YRs may be considered as factors that affect learners' comprehension.

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



<http://www.readingmatrix.com/files/12-zj9011v3.pdf>

702--Extensive reading is an approach to language education that has shown great promise for foreign language learners to acquire language; however, implementation reveals difficulty in maintaining student motivation to read over long periods of time. This study investigates students' experience of face-to-face talk about books in an extensive reading class. Qualitative analysis of survey results suggests that collaboration assists and stimulates extensive reading for Japanese university students. These findings suggest that collaboration tasks may be a motivational strategy for extensive reading instructors and it also lends support to socio-dynamic views of motivation (D

**Lee, H. (2015). Using picture books in EFL college reading classrooms. *Reading Matrix*, 15(1), 66-77.**

948--This study examined 39 Taiwanese adult EFL learners' responses to reading children's literature in a non-major freshman English class. Exposed to authentic illustrated storybooks along with a variety of literacy practices, the students' end-of-the-semester feedback has shown that they generally enjoyed the books and felt they had made progress in their English language competence, especially in terms of confidence and motivation. The findings also revealed that the diverse activities offered the students a more meaningful learning experience. The study concluded that for beginning or struggling readers, children's literature should be utilized more often by EFL teachers as alternative reading material.

**Lee, H., & Lee, J. H. (2015). The effects of electronic glossing types on foreign language vocabulary learning: Different types of format and glossary information. *The Asia-Pacific Education Researcher*, 24(4), 591-601.**

<https://link.springer.com/article/10.1007/s40299-014-0204-3>

772--This study investigated the effects of three different types of electronic textual glosses, tooltip-type glossing, frame-type glossing, and concordance glossing on foreign language vocabulary learning. While the first two glossing types provide the definitions of glossed words, with the only difference being their user interface designs, the third type provides authentic concordance sentences for glossed words. A total of 83 university students of English as a foreign language (EFL) participated in the study. They completed a computer-based reading task, meaning-recall vocabulary tests at three different points in time, and a post-reading questionnaire. The results showed that the intermediate EFL learners were affected not by a difference in terms of glossing formats, but by the type of information provided, with tooltip-type and frame-type glosses bringing about more positive learning outcomes. While the three groups all experienced a similar cognitive load, the findings further revealed that the tooltip-type and frame-type groups made greater gains of target vocabulary than their concordance counterpart. Moreover, the participants from the two former groups consequently rated their respective glossing more positively than those from the latter group.

**Lee, J., Schallert, D. L., & Kim, E. (2015). Effects of extensive reading and translation activities on grammar knowledge and attitudes for EFL adolescents. *System*, 52, 38-50. doi:10.1016/j.system.2015.04.016**

580--Despite evidence of an association between L2 reading and grammar knowledge by way of research on the role of grammar in reading comprehension, few scholars have investigated the reverse relation, the contribution of reading to grammatical knowledge. In this study, we investigated the effects of two types of reading instruction, extensive reading and translation, on knowledge of general grammar and specific syntactic features (articles and prepositions) as well as learner attitudes. Participants (N = 124) were adolescent EFL learners in South Korea, who received either extensive reading or translation instruction for two academic semesters. From analysis of their responses to linguistic tests and an attitude survey, results suggested

that extensive reading and translation activities had differentiated effects on learners' grammar knowledge and attitudes depending on their L2 proficiency. Although both forms of instruction showed positive gains in grammar knowledge from pretest to later tests, extensive reading seemed to have a negative impact on attitude measures for students of low proficiency but produced positive outcomes for high level students on both attitudes and linguistic measures. Alternatively, translation activities seemed beneficial to all level learners for attitudes, whereas the instruction seemed to have more positive effects for mid-proficiency learners on grammar measures

**Liu, S., & Wang, J. (2015). Reading cooperatively or independently? Study on ELL student reading development. *Reading Matrix*, 15(1), 102-120.**

946--This study examines the effectiveness of cooperative reading teaching activities and independent reading activities for English language learner (ELL) students at 4th grade level. Based on simple linear regression and correlational analyses of data collected from two large data bases, PIRLS and NAEP, the study found that cooperative reading activities such as small group intervention and pair work were not effective for intermediate grade level ELL students as assumed. Instead, independent reading such as silent reading and reading books of students' own choice improved ELL students' English reading proficiency. The study lends empirical support to the assumption that ELL students may use their first language reading experience and skills in their second language reading.

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

591--There is little doubt that the term 'extensive reading' can be a source of confusion. Indeed, Bruton (2002) drew relatively early attention to the fact that 'extensive' can have multiple meanings when applied to reading. It has been used to include breadth of reading and

time spent reading, as well as both amount of new reading and amount of text read; amount of text read allows for repeated reading of the same text. It is, therefore, perhaps unsurprising that teachers can hold differing views as to the nature of extensive reading (Macalister, 2010, p. 69) and that it manifests itself in different ways in the classroom, if it is present at all. Given the confusion that can exist let me say at the outset that, for me, the folk-definition of extensive reading as lots of easy, enjoyable reading is the best way of thinking about the practice, but underlying that simple definition lies my understanding of the ten principles proposed by Day and Bamford (2002). However, as these 10 principles may themselves contribute to the confusion I begin this article attempting to clarify them.

Available: <http://nflrc.hawaii.edu/rfl/April2015/discussion/macalister.pdf>

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

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

Available: <http://nflrc.hawaii.edu/rfl/October2015/articles/mermelstein.pdf>

**Mermelstein, A. D. (2015). Reading level placement and assessment for ESL/EFL learners: The Reading Level Measurement Method. ORTESOL Journal, 32, 44-55. Available: ORTESOL Journal (PDF)**

642--For many ESL/EFL learners, reading is their main learning goal and may be the most important of the four language skills in the second language. For many ESL/EFL teachers, the issue of promoting proficient reading is important, and they look for additional or alternative methods to achieve this goal. However, when discussing reading as a primary goal of a curriculum, assessment becomes a critical element necessary for successful instruction. This article suggests that extensive reading (ER) should be used to achieve this goal and discusses a new method of reading assessment, the Reading Level Measurement Method (RLMM), as a practical means of assessing learners reading levels and accurately placing learners at their optimal reading levels to maximize their learning potential. Further, this article describes the step-by-step process of creating the RLMM, how to implement it in the classroom, and how to use it as a practical and economical assessment and placement tool. It also describes a successful quantitative study which adopted the RLMM and supports its effectiveness.

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

592--There is no shortage of studies that have reported the beneficial effects of extensive reading (ER) on various aspects of second/foreign language acquisition, including reading comprehension, reading speed, and vocabulary development. Anecdote after anecdote shows the effectiveness of ER, and no one seems to repudiate the power of reading in large quantity. This is all fine and good; however, definitions of ER still vary depending on the particular ER

researcher or practitioner, despite the fact that most of them refer to Day and Bamford's 10 principles of ER (1998, 2002) as a theoretical and pedagogical baseline. According to Day and Bamford, ER is best implemented in circumstances where learners can choose from a variety of easy materials on a wide range of Available topics (principles 1, 2, and 3), and read individually and silently (principle 8) for pleasure and information (principle 5) at a faster speed (principle 7) in large quantity (principle 4) with reading being its own reward (principle 6).

Although most researchers and practitioners seem to adhere to principles 1, 2, 3, 4, 7, and 8 to varying extents and degrees, they may not always be truthful to principles 5 and 6, as they have to deal with a paradoxical situation in which pleasure reading is implemented as a course requirement. Principle 5, "The purpose of reading is usually related to pleasure, information and general understanding," and principle 6, "Reading is its own reward" are both closely associated with reading motivation. Considering that reading, especially reading in a second/foreign language, is an inherently effortful activity that involves choice, motivation is essential to reading extensively. Therefore, in this article I would like to revisit principles 5 and 6 from the point of view of reading motivation, with a focus on ER in the EFL classroom

Available: <http://nflrc.hawaii.edu/rfl/April2015/discussion/mori.pdf>

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

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

Extensive reading can result in a wide range of learning outcomes, but in this article we narrow

our focus on vocabulary learning (for similar analyses of a wide range of vocabulary learning activities see Webb and Nation [in preparation]).

Available: <http://nflrc.hawaii.edu/rfl/April2015/discussion/nation.pdf>

**Papadima-Sophocleous, S. (2015). Integrating computer assisted language learning into out-of-class extended learning: The impact of iPod Touch-supported repeated reading on the oral reading fluency of English for specific academic purposes students. *The Reading Matrix*, 15(1), 188-205.**

947--By using the formative experiment, this study investigated how an instructional intervention, consisting of a Repeated Reading (RR) technique and an iPod Touch, helped achieve a valued pedagogical goal, that of enhancing the Oral Reading Fluency (ORF) of sixteen English for Specific Academic Purposes (ESAP) first-year university students. Students used iPod software such as a Voice Memo and DropVox to access reading material, practise RR and upload their recorded repeated readings. Curriculum-Based Measurement (Rasinski, 2004) was used to measure students' automaticity (speed and accuracy) and an adapted version of Zutell and Rasinski's (1991) Multidimensional Fluency Scale to measure their prosody; an online questionnaire was also used to establish the learners' feelings regarding the whole experience. Data analysis revealed that the iPod-supported RR activity helped students increase their automaticity and improve their ORF prosodic features. It also revealed that students appreciated the use of an iPod in the development of their ORF, pronunciation and listening comprehension and their ability to use new technologies.

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

601--In the first part of the discussion forum on extensive reading (ER) in Reading in a Foreign

Language (April 2015 issue), many scholars in the field shared views regarding the core features to be considered when implementing ER, frequently referring to Day and Bamford's (1998, 2002) top 10 principles for teaching ER. This discussion piece approaches ER's core features and the 10 principles from a slightly different perspective by considering how they apply in an English-for-Academic-Purposes (EAP) writing context. In line with the theme of this special issue of RFL, reading and writing connections, we hope this discussion will draw the attention of ER practitioners and educators to the possibility of expanding the application of ER, particularly to an academic writing context. The principles discussed here may or may not be directly applicable to different educational settings or other language learning contexts. However, we believe this discussion of ER in an EAP writing program will not only provide better understanding of the effectiveness and efficiency of ER as a pedagogic tool for learning second language (L2) writing, but also suggest what principles we, as ER practitioners, need to consider when implementing ER in an EAP writing context, and why. Much of our argument in this discussion piece is based on the first author's insights from her dissertation data (Park, 2015), which were collected in three classes she taught over three semesters. The second author observed Park's classes.

Available: <http://nflrc.hawaii.edu/rfl/October2015/discussions/park.pdf>

**Pereyra, N. (2015). Extensive reading in enhancing lexical chunks acquisition. *The Reading Matrix*, 15(2), 218-234. Available: [www.readingmatrix.com/files/13-784q7073.pdf](http://www.readingmatrix.com/files/13-784q7073.pdf)**



610--The purpose of this action research was to investigate the effect of extensive reading and related activities on the acquisition of lexical chunks in EFL students. Seven adult EFL learners with an Intermediate level volunteered to take part in the 16 week project following Extensive Reading principles combined with tasks based on the Lexical Approach. Quantitative data was gathered and analyzed using statistical formulae. The test carried out by the participants at the end of the project showed a statistical difference favoring the knowledge and awareness of lexical chunks. This test took the form of a questionnaire and an interview, and revealed a positive attitude in students towards the extensive reading approach.

**Philpott, A. (2015). Students' reactions to the use of leaderboards in an EFL class: A gamification-related pilot study. Kwansei Gakuin University Repository, 18, 83-99.**

822--The purpose of this pilot study was to determine the range of answers required for multiple-choice questions for a future longitudinal study related to gamification in EFL. Gamification has been defined as "The use of game elements and game design techniques in non-game contexts" (Werbach & Hunter, 2012, p. 26). This pilot study focused on the effects of leaderboard use in a gamified class, specifically, how students feel when they see their ranking on a leaderboard. Two activities that employ leaderboards were used in this study: English Central and extensive reading using MReader. Each week, students were encouraged to do the two activities as much as possible for homework. In the following week, they would be shown their ranking on the class leaderboard which displayed how much they had done each activity successfully during the previous week. At the end of the semester, students were asked to complete a survey which asked them how they felt when they saw their ranking. Data were collected from two groups (n=42) of Japanese university students. Although students' responses varied, generally when students saw their ranking on the leaderboard they felt motivated for a variety of reasons to do more work.

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

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

**Ro, E. (2015) Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes. *Journal of English for Academic Purposes*, 22, 32-41. <https://mreader.org/mreaderadmin/s/html/pubs/EunsokRo.pdf>**

724--This study focuses on the extensive reading (ER) approach in the English for Academic Purposes context. It explores two teachers' classroom practices and the impacts of these practices on their students' L2 reading motivation and reading amount. A quantitative analysis indicates that the reading motivation of one of the classes significantly increased, particularly in regard to values of intrinsic motivation, while the students in the other classes read

comparatively larger amount with less of reading motivation enhancement throughout the course. A qualitative analysis shows that specific elements of these teachers' practices as well as inherent characteristics of ER affected the students' motivation and the amount they read.

**Robb, T. (2015). Quizzes--A sin against the sixth commandment? In defense of MReader.**

**Reading in a Foreign Language, 27(1), 146-151. <https://nflrc.hawaii.edu/rfl/item/321>**

594--The "Ten Principles Teaching Extensive Reading" has appeared in a number of forms, initially as "The characteristics of an extensive reading approach" in Day and Bamford (1998) and later in an article in *Reading in a Foreign Language* (2002) but in a slightly different form and ordering. What was originally intended to be a characterization of an "ideal" extensive reading (ER) approach, however, has been taken to an almost religious quality with some practitioners who firmly believe that any approach that deviates from these guidelines is not truly "extensive reading." This, I have found, is one of the most frequent objections to using the MReader.org quiz program among teachers who have queried me about it. In this article, I hope to show that the benefit of using a quiz program can override any objections to "follow-up activities" and there are, indeed cases where it promotes closer adherence to this principle than might have been the case without it.

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

590--This study attempted to examine the influence of a decrease in translation on the number of words read, reading comprehension, and reading rate in an extensive reading (ER) program. The participants were 70 first-year university students who experienced ER both in and outside the classroom for 15 weeks. The results of regression analyses confirmed that a decrease in translation and grammar analyses statistically significantly affected all three. A further investigation found that a decrease in translation overall as well as in grammar

analyses made a difference in the means of the number of words read and the post-test scores. Moreover, a decrease in translation at the word level was statistically significant on reading comprehension, and so was a decrease in translation at the sentence level on the amount of reading. The results were discussed referring to automaticity together with the prior educational experience and mentality of typical Japanese students.

Available: <http://nflrc.hawaii.edu/rfl/April2015/articles/sakurai.pdf>

**Shih, Y. (2015). The impact of extensive reading on college business majors in Taiwan. The Reading Matrix, 15,220-233. <http://www.readingmatrix.com/files/12-xv3mb096.pdf>**

703--This study examined the impact of extensive reading on reading proficiency while the participants were taught reading strategies. Furthermore, this study explored whether there were any differences between intervention and control groups on the reading. Recent research in extensive reading strategy use after the treatment. The intervention group conducted an extensive reading program for one academic year, whereas the control group was not, in this respect. Both groups were taught reading strategies. The results indicated no statistically significant gain in the reading proficiency post-test scores of the intervention group compared with the control group. Conversely, the results showed that extensive reading significantly changed the intervention group's perceptions on reading strategy use.

**Stephens, M. (2015). Why extensive reading and listening to audio books may not be enough. The Reading Matrix, 15(2), 252-255.. Available: [www.readingmatrix.com/files/13-6035gn4y.pdf](http://www.readingmatrix.com/files/13-6035gn4y.pdf)**

611--Studies of extensive reading and listening in East-Asian EFL contexts have shown promising results. The practice of extensive reading and listening to audio-books may lead to improved outcomes over the traditional methodology of translation from English to the L1. Nevertheless, the methodology of extensive reading and listening to audio-books may not in itself be adequate to assure the desired outcome of improvement in communicative English

skills. Socio-cultural theory has identified the role of the interlocutor in the development of these skills. It is suggested that teachers access connections with English speaking interlocutors for their students, in order to extend gains made from Extensive reading and listening to audio-books.

**Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152-159. <https://nflrc.hawaii.edu/rfl/item/322>**

595--Stoller, F. L. (2015). Viewing extensive reading from different vantage points. *Reading in a Foreign Language*, 27(1), 152-159. Some years ago (in about 2007), I was asked by Professor Neil J. Anderson, known for his expertise in second language (L2) reading, to identify my top-five priorities for teachers of L2 reading. It sounded like a simple task, but it was not so simple. With all that we need to know about reading itself, reading instruction, reading curricula, reading materials, the teacher's role in reading classes, and, of course, our own students who oftentimes have pressing needs to improve their reading abilities, how is it possible to identify just five (not even six) priorities for L2 reading teachers? As it turns out, it was an interesting intellectual exercise to narrow down key issues in teaching L2 reading to a grand total of five.

**Tien, C. Y. (2015). A large-scale study on extensive reading program for non-English majors: Factors and attitudes. *International Journal of Applied Linguistics & English Literature*, 4(4), 46-54. doi:10.7575/aiac.ijalel.v.4n.4p.46 Available: <http://journals.aiac.org.au/index.php/IJALEL/article/view/1433>**

571--Reading is a complex method of drawing information from some form of text and then interpreting it. The importance of reading in an academic context cannot be underestimated in its influence on learning. It is commonly agreed that students should read extensively in order to enhance their reading skills and to learn other knowledge through that reading. This paper

presents an analysis of teachers' and students' perceptions toward an extensive reading program located in an EFL higher education context. Particularly, the study aims at assessing factors that may influence the students' attitudes toward extensive reading (ER) and both students' and teachers' perceptions to the newly implemented extensive reading program. In this paper, the author attempts to analyze and understand the effectiveness of an extensive reading program. The results show that: first, differing majors among students and the amount of time spent weekly on reading graded readers directly impacts students' attitudes toward extensive reading. Second, although many students verbally express a dislike for ER programs in class, they strongly agree that ER is a good way to learn English on the survey. Third, in spite of teachers' skepticism prior to the ER program, results confirm the linguistic benefit ER brought to learners upon completion of the program. Notwithstanding the preliminary resistance of the ER program, teachers' and students' attitudes noticeably changed over the two semesters of engagement.

**Wardani, S. (2015). Using Speed Reading and Extensive Reading Activities to Improve Students' Reading Fluency. *Jurnal Pendidikan Humaniora (JPH)*, 2(3), 219-227.**

583--This study examines the implementation of Speed Reading and Extensive Reading activities to improve students' reading fluency. Using Classroom Action Research, Speed Reading and Extensive Reading activities were applied in 2 cycles with 2 x 45 minutes per week. Speed Reading and Extensive Reading activities were taught using three phase techniques: Pre-Reading, Whilst-Reading, and Post-Reading. Speed Reading was implemented through some techniques including scanning, skimming, and repeated reading. Meanwhile, Extensive Reading was applied by asking students to read a text at home. Assessment was conducted by giving a reading fluency test after each cycle to check the students' progress. The other data - observation checklist, field notes, and questionnaire - were utilized to complete the study. The results of the study indicated that Speed Reading and

Extensive Reading activities benefited students by making them aware of using certain strategies to understand the meaning of text quickly. In the end of cycle 2, it was found that most of the students were successful to become fluent readers. In addition, students' confidence increased and Speed Reading and Extensive Reading encouraged a positive attitude towards reading fluency.

**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://nflrc.hawaii.edu/rfl/item/232>**

596--The Extensive Reading Foundation's bibliography now boasts over 530 articles with 'Extensive Reading' in the title. About 35% of this rich and diverse body of papers were published in the past decade. A meta-review of this literature shows it is quite fragmented as evidenced by considerable variability in the conceptualization of extensive reading (ER) itself. For example, some researchers suggested that reading graded readers meant the subjects were therefore reading extensively (e.g., Kirchoff, 2013; Yamashita, 2013) whereas others were more circumspect. Some suggested students were reading extensively by reading as few as 9 books or 140 pages over the duration of the study, or 5 books over an academic year (e.g., Robb & Kano, 2013; Shue, 2003), while others conducted ER over several years (e.g., Nishizawa, Yoshioka, & Fukuda, 2010), and yet others operationalized ER as the intensive reading of difficult material (e.g., Kweon & Kim, 2008). Given the variety and apparent fragmentation of the conceptualization of ER, we believe that it is necessary that our field share a common understanding of what ER is so we can evaluate and interpret ER research within a stable framework and talk a common language. But what is it that forms the core of ER? Is there a defining aspect of ER that determines whether a practice or research design can be called ER, or by its absence, not ER? This paper is an attempt to initiate a dialog to answer these and other questions.

**Webb, S. (2015). Learning vocabulary through meaning-focused input: Replication of Elley(1989) and Liu & Nation(1985). Language Teaching, 49(1), 1-12. doi: 10.1017/S0261444815000051**

603--There has been a great deal of research on first language (L1) and second language (L2) learning through meaning-focused input since Nagy, Herman & Anderson's (1985) seminal study of incidental vocabulary learning through reading. Two strands of research within this area are incidental vocabulary learning through listening and guessing from context. This article discusses widely-cited studies from each of these areas -- Elley (1989) and Liu & Nation (1985) -- that deserve to be replicated. Both studies made important contributions to the field, were original in their designs, and advanced our understanding of how vocabulary is learned in context. The benefits of replicating these two studies are described and several suggestions are made for how the replications might be completed.

**Webb, S. & Chang, A. C.-S. (2015). How does prior word knowledge affect vocabulary learning progress in an extensive reading program?.Studies in Second Language Acquisition, 37(4), 651-675. doi:10.1017/S0272263114000606**

605--Sixty English as a foreign language learners were divided into high-, intermediate-, and low-level groups based on their scores on pretests of target vocabulary and Vocabulary Levels Test scores. The participants read 10 Level 1 and 10 Level 2 graded readers over 37 weeks during two terms. Two sets of 100 target words were chosen from each set of graded readers and were tested on three occasions. The results showed that the relative gains from pretest to immediate posttest were 63.18%, 44.64%, and 28.12% for the high-, intermediate-, and low-level groups, respectively. There was little decay in knowledge on the Term 1 three-month delayed posttest; relative gains ranged from 21.05% for the low-level group to 59.01% for the high-level group. The learning gains in Term 2 were consistent with those from Term 1. The results indicate that prior vocabulary knowledge may have a large impact on the amount of



vocabulary learning made through extensive reading.

**Webb, S.A. & Chang, A, C-S. (2015). Second language vocabulary learning through extensive reading: How does frequency and distribution of occurrence affect learning? *Language Teaching Research*, 19(6), 667-686.**

759--This study investigated (1) the extent of vocabulary learning through reading and listening to 10 graded readers, and (2) the relationship between vocabulary gain and the frequency and distribution of occurrence of 100 target words in the graded readers. The experimental design expanded on earlier studies that have typically examined incidental vocabulary learning from individual texts. Sixty-one Taiwanese participants studied English as a foreign language (EFL) in an extensive reading program or in a more traditional approach structured around a global English course book. A pretest, posttest, and delayed posttest were administered to all participants. The results indicated that vocabulary gains through reading and listening to multiple texts were high. Relative gains were 44.06% after reading the 10 graded readers and 36.66% three months later. The relationships between vocabulary learning and frequency and distribution of occurrence were found to be non-significant, indicating that frequency was perhaps one of many factors that affected learning.

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

597--Extensive reading (ER) has been implemented under a wide variety of names, such as (uninterrupted) sustained silent reading, free voluntary reading, pleasure reading, book flood,

independent reading, and Drop Everything And Read (DEAR); its various names emphasize different aspects of the same/similar kind of reading. Since a series of pioneering publications by Elley and his colleagues demonstrated ER's positive impacts on second language (L2) learning in various countries (e.g., Elley, 1991, 2000; Elley & Mangubhai, 1983), ER has received attention as a possible and promising way of improving L2 abilities. In recent years, there has been phenomenal growth in the interest in ER amongst L2 researchers and educators. Conferences, professional associations, and journals specifically focusing on the theme of ER have been founded (e.g., the World Congress on Extensive Reading, Japan Extensive Reading Association, JALT ER Special Interest Group, Extensive Reading in Japan, Journal of Extensive Reading). In addition, a number of online resources to help promote ER in educational settings are now available (cf. Lynn, 2014). Given this situation, this paper is an attempt to contribute to our understanding of the fundamentals of ER and to clarify its nature.

**Alahirsh, H. (2014). Exploring the effectiveness of extensive reading on incidental vocabulary acquisition by EFL learners: an experimental case study in a Libyan University (Doctoral dissertation, University of Nottingham). <https://eprints.nottingham.ac.uk/27722>**

977--Considerable worldwide research has investigated incidental vocabulary learning from L2 reading, yet so far nothing has been published about the actual learning that comes from reading various texts. This study investigated incidental lexical growth and retention by Libyan university EFL majors who were involved in a two-month ER programme. Their vocabulary gain was measured 1 week after the participants completed the Extensive Reading (ER)

programme, 2 weeks later and 9 months later. The value of this study is that it used an innovative approach, which was developed from a research design by Horst (2005). This included the electronic scanning of books and lexical frequency profiling, helping the researcher to create individualised corpus profiles from the entire set of different texts the participants read. This data was then used to select target words for each participant. The methodology was an experimental case study, which entailed an experimental and control group design. The participants were EFL learners who studied English as their subject of specialisation in one of eight Libyan state universities. An original number of 80 participants were randomly selected from the entire population in the English Language Department and assigned equally between the experimental and control groups. However, due to the fact that this study was carried out in very anomalous circumstances (during the Libyan uprising, which started on 15/02/2011), the number of participants who successfully completed the ER programme was affected (18 participants in each group). The study showed that by using a corpus analysis strategy, it was feasible to measure learners' individualised pre-post treatment acquisition of the vocabulary they encountered in a large number of ER graded texts. The findings of the study demonstrate that ER significantly improved the Libyan EFL learners' incidental vocabulary acquisition. By the end of the study, it was found that about the third of the target words had been acquired by the participants at both receptive and productive levels of knowledge. The findings further indicate that word repetition was an important factor for an incidental pick up of vocabulary from the ER. In relation to long-term retention rate of learning, the findings suggest that incidental word knowledge, acquired through ER, significantly declines over time.

**Anggraini, P. (2014). Manga comics as appealing extensive reading materials for the tenth graders of senior high school. The 61 TEFLIN International Conference, UNS Solo 2014 [Proceedings]. 343-346. <https://core.ac.uk/reader/43025510>**

974--Manga comics are known as interesting reading materials for students in learning. Due to the fact that intensive reading in English teaching and learning has many problems especially dealing with limited class time and uninteresting materials, teachers can develop mangacomics as extensive reading materials to motivate students to read enthusiastically. The present paper reports the development of prototypes of manga comics as extensive reading materials for the tenth graders of senior high school. The research design was Research and Development. The setting was class X-1 in the academic year of 2012/2013 of SMA Negeri I Bojonegoro, East Java. This research used the validation questionnaire for the expert and the teacher and the try-out questionnaire as the instruments to collect the data. The results of the research show that the drafts had to be revised in terms of the manga comics's components, the level of difficulty, and the self-assessment. However, the final products are proven as good extensive reading materials for the tenth graders of senior high school and can enhance students' motivation to read English texts.

**Beglar, D. & Hunt, A. (2014). Pleasure reading and reading rate gains. *Reading in a Foreign Language*, 26(1), 29-48. Available from <https://nflrc.hawaii.edu/rfl/item/290>**

560--This study investigated the effects of (a) the amount of pleasure reading completed, (b) the type of texts read (i.e., simplified or unsimplified books), and (c) the level of simplified texts read by 14 Japanese university students who made the largest reading rate gains over one academic year. The findings indicated that the participants who made the greatest fluency gains read an average of 208,607 standard words and primarily read simplified texts up to the 1,600-headword level. This study also provides an empirically supported criterion for the minimum amount learners should read annually (i.e., 200,000 standard words), provides direct evidence that simplified texts are more effective than unsimplified texts for reading rate development, and is the first study to provide empirical evidence that reading lower-level

simplified texts within learners' linguistic competence is effective for developing the reading rates of Japanese learners at a lower-intermediate reading proficiency level.

**Benson, K. (2014). Preparing learners for extensive reading through reciprocal teaching strategies. *English Australia Journal*, 30(1), 40-56.**

553--Studies on extensive reading report positive learner outcomes in reading, listening, speaking and writing, gains in motivation and expanded lexico-grammatical range (Day et al., 2011). With this in mind, two teachers at an English language college for adults in Sydney, Australia started to use graded readers in their classes. From the difficulties their students encountered they identified a significant gap in reading instruction in the General English (GE) syllabus at the college. A review of the syllabus highlighted that 'reading' was commonly taken from the coursebook and employed an intensive reading methodology. This was not preparing the students for successful extensive reading. To address this gap, a collaborative action research project was conducted to explore if and how the instructional technique 'reciprocal teaching' (Palincsar & Brown, 1984), designed to promote comprehension abilities in young L1 learners, could be adapted and integrated in to the GE syllabus at the college. It was found that reciprocal teaching is a useful technique in this ELICOS context, with students showing a remarkably positive attitude towards it for its contribution to their overall language learning outcomes.

**Chang, A. C-S. (2014). Measuring reading comprehension in an L2 speed reading course: Response to McLean. *Reading in a Foreign Language*, 26(1), 192-194.**

**<https://nflrc.hawaii.edu/rfl/item/300>**

744--\*[Abstracted from response] McLean attributed the unsatisfactory comprehension level to students' not mastering the second 1000 words based on their VLT (Vocabulary Levels Test) scores because the passages were written at the most frequent 2000 word level. Second,

McLean quoted from the introduction in Millett's (2005) speed reading books stating that these passages should only be used on the condition that the reader is familiar with the first 2000 words. Third, based on the VLT scores, McLean commented that the texts were too difficult for the students. Finally, apart from the points raised by McLean, the fact that comprehension levels found in previous L2 speed reading research have not been satisfactory should be of concern (Chang, 2010, 2012; Chang & Millett, 2013; Cushing-Weigle & Jensen, 1996; Gorsuch & Taguchi, 2008; Taguchi, 1997; Taguchi & Gorsuch, 2002). One reason for this could be that "timing" may direct students' attention to focus more on speed. When readers accelerate their reading rates, comprehension tends to decline. If the comprehension level is not satisfactory, we may have to ask students to reduce their speed. Another reason could be that while answering the questions, students did not have the opportunity to look at the texts they had just read (see suggested principles of speed reading course, in Quinn, Nation, & Millett, 2007). That means that they had to remember what they had read in a time constrained condition. This may partly account for the less satisfactory comprehension. It is apparent that conducting a speed reading activity that can improve reading rates as well as enhance or at least not decrease comprehension has to be carefully planned. McLean has raised some good points for consideration in this under researched area, and to better our understanding of fluency more research is undoubtedly called for.

**Daskalovska, N. (2014). Incidental vocabulary acquisition from reading an authentic text. The Reading Matrix, 14(2), 201-216.**

944--A number of studies have demonstrated that second/foreign language learners can acquire vocabulary from reading. This study was designed to examine whether advanced EFL learners can acquire vocabulary incidentally from reading an authentic text. Eighteen first-year English major students read and listened to the first eight chapters of *Pride and Prejudice*. Fifty-one words that appeared between two and ten times in the text were selected as targets.

The pretest showed that on average, the participants knew the meaning of 26.9 of the target words. Results showed that participants learned the meaning of 24% of the unknown target words, or one in four words. There were no significant differences in the acquisition rates between participants with different vocabulary sizes. The vocabulary learning gains were, to a certain extent, affected by the words frequency in the text and their general frequency.

**Ellis, G., & Brewster, J. (2014). Tell it again! The storytelling handbook for primary English language teachers (3rd ed.). Manchester, United Kingdom: British Council. Retrieved from [http://www.teachingenglish.org.uk/sites/teacheng/files/D467\\_Storytelling\\_handbook\\_FINAL\\_web.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/D467_Storytelling_handbook_FINAL_web.pdf)**

544--This handbook gives a full treatment of a story-based approach, addressing both theoretical background and practical activities relating to actual stories. It highlights the fact that a story-based approach can take the learner well beyond the improvement of English structural knowledge, to reach into cross-curricular areas including values education.

**Fujita, K. & Yamashita, J. (2014). The relations and comparisons between reading comprehension and reading rate of Japanese high school EFL learners. The Reading Matrix, 14(2), 34-39 <http://www.readingmatrix.com/files/11-864mw1b5.pdf>**

696--The current study investigated the relation and comparison of reading comprehension and reading rate in Japanese high school EFL learners. Results showed that the relation between reading comprehension and reading rate was weak, but significant ( $r = .24$ ,  $p < .01$ ,  $N = 127$ ). The participants were divided into four groups based on their scores: the low to middle-comprehension, lowrate group (LMCLR), the low-comprehension, the high-comprehension, low-middle rate group (HCLMR), middle-rate group (LCMR), and the high-comprehension, high-rate group (HCHR). It is suggested that reading rate can be improved independently from reading comprehension, but the two variables can compete in

some students.

**Ghiabi, S. (2014). Investigation of the effect of using a novel as an extensive reading on students' attitudes and reading ability. International Journal of Applied Linguistics and English Literature, 3(4), 55-64.**

**<https://journals.aiac.org.au/index.php/IJALEL/article/view/1116/1046>**

971--The present study aims at investigating learners' perceptions on the use of a novel as an extensive reading in a college EFL reading course. For this purpose, fifty Iranian EFL students read and received instructions on an unabridged short novel in addition to their textbook for one semester. Three questionnaires were used to measure students' attitudes toward novel reading, students' confidence in novel reading ability, and students' perceptions toward using a novel as and auxiliary material, prior to and after reading the novel. In addition, three open questions were offered to obtain benefits and obstacles of the novel reading. T-test analyses were used, and findings revealed that there was a significant improvement after reading the novel in students' attitudes, confidence, interest, and novel-reading ability. However, they suggested reading the novels according to the theme that they preferred. The result of this study is of pedagogic significance to EFL teaching in that they indicated how well a novel was received in an EFL Advanced reading class.

**He, M. (2014). Does extensive reading promote reading speed? The Reading Matrix 14>(1), 16-25. Available from <http://www.readingmatrix.com/files/1-16541dh4.pdf>**

561--Research has shown a wide range of learning benefits accruing from extensive reading. Not only is there improvement in reading, but also in a wide range of language uses and areas of language knowledge. However, few research studies have examined reading speed. The existing literature on reading speed focused on students' reading speed without attending to students' long-term development in reading speed within extensive reading. The study reported



in this article was conducted in Shanghai, mainland China with Year-1 senior high school students. It assessed the development of reading speeds of two groups of readers exposed to two different extensive reading treatments--the free reading treatment and the integration reading treatment. Daily reading records displayed the progress in their reading speed. Results show the positive relationship between extensive reading and students' progress in reading speed.

**He, M. (2014). Extensive reading and students' academic achievement: A case study. In T. Muller, J. Adamson, P. S. Brown, & S. Herder (Eds.). Exploring EFL fluency in Asia (pp. 231-243). Basingstoke, United Kingdom: Palgrave Macmillan.**

552--This chapter reports on the results of an experimental study involving three groups of students from a public high school in Shanghai: one control group, one experimental group with extensive reading as a supplementary input medium and another experimental group with extensive reading as a teaching methodology. The results suggest that the experimental groups show greater improvement in reading comprehension and overall English language proficiency than the control group. Based on the results, the author makes the following suggestions for designers of other extensive reading programs in similar contexts:

free reading might be encouraged in tandem with grammar-translation exercises, as this has been shown to lead to the greatest overall proficiency gains of the three groups studied. 'integration reading', with extensive reading as a teaching methodology, appears to be a more desirable option than a methodology based exclusively on grammar translation. Where integration reading is implemented, supplementary grammar-translation practice may be appropriate in order to ensure students are not disadvantaged in standardized tests that include grammar translation.

**Huang, L. L., & Lin, C. C. (2014). Three approaches to glossing and their effects on**

**vocabulary learning. *System*, 44, 127-136. <https://doi.org/10.1016/j.system.2014.03.006>**

767--Glossing facilitates the creation of correct form-meaning connections, but does not encourage inferring or word meaning retrieving. This study investigates the effects of combining glossing with inferring or meaning retrieval on vocabulary learning. One hundred and eighteen university students read a text with target words occurring three times, either glossed or unglossed, under one of three conditions. In the inference-gloss-gloss condition, participants inferred the word meaning in the first word encounter and were provided with glosses for the subsequent two word encounters. In the gloss-retrieval-gloss condition, participants were provided with glosses for the first and last word encounters but had to retrieve the word meaning in the second word encounter. In the full glossing condition, participants were provided with glosses for all the word encounters. Immediately after the intervention, all participants completed a comprehension test and three vocabulary posttests. They completed delayed vocabulary posttests 2 weeks later. The main results showed that the gloss-retrieval-gloss condition was the most effective at improving vocabulary learning. The study concludes that gloss-retrieval-gloss is facilitative to learning new words from context.

**Huffman, J. (2014). Reading rate gains during a one-semester extensive reading course.**

***Reading in a Foreign Language*, 26(2), 17-33. Available: <https://nflrc.hawaii.edu/rfl/item/304>**

569--Extensive reading (ER) is an effective way to provide large amounts of comprehensible input to foreign language learners, but many teachers and administrators remain unconvinced, and it has been argued that there is still insufficient evidence to support the claims that have been made regarding its benefits. Few studies have looked at ER's effect on reading fluency. This article reports on an investigation of the reading rate gains of Japanese nursing college freshmen during a one-semester ER course, with students in an intensive reading (IR) course serving as the comparison group (N = 66). The ER group achieved significantly higher reading rate gains (20.73 wpm) than the IR group (-.62 wpm), without sacrificing comprehension.

These results add to a growing body of empirical evidence of the effectiveness of ER.

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

562--This article offers guidance to teachers and students in selecting materials for extensive reading (ER). First, the article explains characteristics of ER and reviews some of the potential gains for students who do ER. Second, the article considers criteria for teachers to bear in mind when selecting ER materials. Third, the article then suggests ways that teachers and students can find ER materials. Fourth, guidance is provided to students for when they select what to read from among the ER materials available to them. Finally, advice is given on integrating ER with course textbooks.

**Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words*, 2(1), 116-131.**

**Retrieved from <http://journal.wima.ac.id/index.php/BW/article/view/513/493>**

543--This article offers guidance to teachers and students in selecting materials for extensive reading (ER). First, the article explains characteristics of ER and reviews some of the potential gains for students who do ER. Second, the article considers criteria for teachers to bear in mind when selecting ER materials. Third, the article then suggests ways that teachers and students can find ER materials. Fourth, guidance is provided to students for when they select what to read from among the ER materials available to them. Finally, advice is given on integrating ER with course textbooks.

**Khonamri, F. & Roostae, S. (2014). The impact of task-based extensive reading on lexical collocation knowledge of intermediate EFL learners. *Procedia -- Social and Behavioral Sciences* 136, 265-270.**

574--This study attempted to investigate the effect of form versus meaning-focused tasks

added to an ER program on the development of lexical collocations among Iranian Intermediate EFL learners. To this end, 41 students of English language and literature studying at the department of foreign languages in Mazandaran University participated in this study. A reading comprehension test taken from TOEFL was used to measure candidates' reading ability to homogenize them in terms of their entry behaviour. Moreover, Word Associates Test (WAT) developed by Read (1993, 1998) was administered to examine the participants' depth of vocabulary knowledge. Participants were divided into two experimental groups: Both groups were assigned to read extensively and do some after reading tasks; the first group was given a form-focused task (FFT) while the second group worked on a meaning-focused task (MFT). The results of paired and independent sample t-tests revealed the fact that both FFT and MFT groups progressed in the interval between the pre- and post-test, but, there was not a significant difference between the effects of form-focused and meaning-focused task.

**Lake, J. (2014). Curious readers and interesting reads: Developing a positive L2 reading self and motivation through extensive reading. *Journal of Extensive Reading*, 2, 13-27. Retrieved from <http://jalt-publications.org/access/index.php/JER/article/view/1150>**

559--EFL students read 26 passages five times each. Students answered comprehension questions after the first and fifth readings. Another group read the same number of passages but without repetition and answered comprehension questions only once. Both groups were tested for reading rate and comprehension before and after the intervention. The results of reading rates showed that the repeated reading students increased 47 words and 45 words per minute in the practiced and unpracticed texts respectively, but the non-repeated students increased 13 and 7 words only. The comprehension levels of the repeated reading students improved 19% and 17% for the practiced and unpracticed texts, but this was 5% and 3% for the non-repeated reading students. Possible reasons for the higher gains compared to previous studies are discussed.

**Mayora, C. A., Nieves, I., & Ojeda, V. (2014). An in-house prototype for the implementation of computer-based extensive reading in a limited-resource school. *The Reading Matrix* 14(2), 78-95. Available: <http://www.readingmatrix.com/files/11-g736917w.pdf>**

570--A variety of computer-based models of Extensive Reading have emerged in the last decade. Different Information and Communication Technologies online usually support these models. However, such innovations are not feasible in contexts where the digital breach limits the access to Internet. The purpose of this paper is to report a project in which the authors developed an in-house software prototype to allow students from a limited resources high school in a developing country to do extensive reading in a computer without Internet connection. Special emphasis is placed on the pedagogical and cognitive aspect of software design. The process was based on the systemic quality approach to educational software design (DÃ-az-Anton et al., 2002, 2003). Implications for different educational contexts are drawn from the experience. In-house teacher-produced software may be a more adequate alternative for implementing extensive reading since the developers have more control on certain options and are not restricted by issues of Internet access.

**McAllister, J. (2014). Teaching reading: research into practice. *Language Teaching* 47(3), 387-397.**

575--In pre-service and in-service language teacher education, and in curriculum-related projects in second and foreign language settings, a recurrent issue is the failure to relate the teaching of reading to reading as a meaning-making activity. In this paper, I will consider what current research on second language (L2) reading has actually succeeded in bringing to the classroom. In doing this, I will examine the three obvious candidates for inclusion in a reading programme: extensive reading, reading fluency development, and intensive reading. For each

of these I will give my perspective on what's getting through to teachers, and what isn't, and my best guess as to why it isn't. This leads to suggestions about areas for further research and other actions that need to be taken to improve classroom practice.

**Melhi, A. A. (2014). Effects on and predictability of computer-mediated glosses in reading comprehension of EFL college students. *Reading Matrix*, 14(2), 65-77.**

943--Prior research indicated that computer-mediated glosses had an overall medium effect on second language reading comprehension. This study investigated the effects of computer-mediated glosses on reading comprehension. It also investigated the predictive power index of the e-glosses use with regard to reading comprehension performance, from a stepwise multiple regression analysis. A quasi-experimental method, involving the nonequivalent, pretest-posttest design was employed for this study. Participants were randomly assigned to an experimental group (n = 17) and a control group (n = 21). Participants in the experimental group were provided with a computer-mediated dictionary condition, doing their readings with e-glosses available as hypertext links to unfamiliar lexicon. The control group accessed the same reading texts in textbooks without any additional dictionary or glossary explanations available to them. ANCOVA analysis showed that the instructional method integrating e-glosses in computer-based instruction effected significant improvement in the experimental participants' reading comprehension. Furthermore, Stepwise Multiple Regression Analysis suggests that the use of hypertext-rich e-glosses can be predictive of improved reading comprehension performance. Pedagogical implications of the study are discussed at the end.

**Mermelstein, A. D. (2014). Improving EFL learners' reading levels through extensive reading. *The Reading Matrix*, 14(2), 227-242. Available from <http://readingmatrix.com/files/11-cmy65135.pdf>**

568--Today there is an increasing amount of research promoting the effectiveness of extensive reading (ER) towards increasing learners' vocabulary, comprehension, reading speed, and motivation towards reading. However, little has been done to measure the effects of ER on learners' reading levels. This quantitative study examined the effects of ER on Asian EFL students' reading levels. The 12 week study was conducted at a Taiwanese university using fourth year, non-English major, EFL students as its participants and applied communicative language teaching (CLT) and student centered teaching approaches. Eighty seven participants were engaged in the study. Two formal reading level assessments were taken and two informal assessments were carried out throughout the length of the study. The ER treatment used a weekly in-class activity of sustained silent reading (SSR), supported by outside class reading. The statistical analysis indicates significant reading level gains within the treatment group and significantly higher reading level gains within the treatment group vs. the control group. The findings suggest that utilizing ER and a student centered teaching approach can provide a successful alternative to the traditional teacher centered or curriculum-centered approaches currently being used towards improving Asian learners' reading levels. Pedagogical suggestions for implementing ER are also provided.

**Nakanishi, T. (2014). A meta-analysis of extensive reading research. TESOL Quarterly, 49(1), 6-37. doi:10.1002/tesq.157.**

563--The purposes of this study were to investigate the overall effectiveness of extensive reading, whether learners age impacts learning, and whether the length of time second language learners engage in extensive reading influences test scores. The author conducted a meta-analysis to answer research questions and to identify future research directions. He

included two types of empirical studies--those including group contrasts based on a comparison of a control group and experimental groups, and pre -- post contrasts that only include experimental groups--in the analysis. After a thorough literature search with numerous search engines and manual and electronic examination of related journals, the meta-analysis included 34 studies (two PhD dissertations and 32 research articles) that provided 43 different effect sizes and a total sample size of 3,942 participants. Findings show a medium effect size ( $d = 0.46$ ) for group contrasts and a larger one ( $d = 0.71$ ) for pre -- post contrasts for students who received extensive reading instruction compared to those who did not. In sum, the available research to date suggests that extensive reading improves students reading proficiency and should be a part of language learning curricula.

**Nation, P. (2014). How much input do you need to learn the most frequent 9,000 words?**

**Reading in a Foreign Language, 26(2),1-16. <https://nflrc.hawaii.edu/rfl/item/303>**

746--This study looks at how much input is needed to gain enough repetition of the 1st 9,000 words of English for learning to occur. It uses corpora of various sizes and composition to see how many tokens of input would be needed to gain at least twelve repetitions and to meet most of the words at eight of the nine 1000 word family levels. Corpus sizes of just under 200,000 tokens and 3 million tokens provide an average of at least 12 repetitions at the 2nd 1,000 word level and the 9th 1,000 word level respectively. In terms of novels, this equates to two to twenty-five novels (at 120,000 tokens per novel). Allowing for learning rates of around 1,000 word families a year, these are manageable amounts of input. Freely available Mid-frequency Readers have been created to provide the suitable kind of input needed.

**Ro, E., & Chen, C, A. (2014). Pleasure reading behavior and attitude of non-academic ESL students: A replication study. Reading in a Foreign Language, 26(1), 49-72.**

550--The present study replicated the methods and data analysis of Crawford Camiciottoli's



(2001) study on second language (L2) reading behavior of academic English-as-a-foreign-language students. Using the original study's questionnaire, we investigated 60 advanced non-academic English-as-a-second language learners' L2 reading frequency and attitude. Descriptive statistics and multiple regressions were applied for the analysis. Our study revealed differentiated findings, while partially confirming Crawford Camiciottoli's results. In contrast to the original study, we found that the participants with positive attitudes towards reading tend to read more and that experience in the target-language culture and years of previous English study did not show statistically significant results on the participants' reading habits and attitudes. On the other hand and in line with the original study, first language (L1) reading correlated with L2 reading habits, and lack of time was the most selected reasons for poor reading habits.

**Rodrigo, V., Greenberg, D., & Segal, D. (2014). Changes in reading habits by low literate adults through extensive reading. *Reading in a Foreign Language* 26(1), 73-91. Available from <https://nflrc.hawaii.edu/rfl/item/292>**

564--This study analyzes the effect of two reading interventions on reading habits by 181 low literate adults who read at the 3-5.9 grade levels. One intervention implemented extensive reading (ER group) and the other one had direct instruction (no-ER group). A Reading Pattern survey was administered at the beginning, at the end, and 6 months after the intervention. Statistical results suggest that the ER group, which had access to books, free choice of reading material, and time to read during instruction hours, was more motivated to read, developed a reading habit, and experienced a positive change in reading behavior. These changes stayed over time, 6 months after treatment. This study strongly suggests that adult learners can benefit from extensive and pleasure reading and that a well-equipped library, easy access to books, and encouragement and time to read are all key factors in the development of reading habits.

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

565--This study investigated whether enhanced extensive reading contributed to significant gains on the incidental acquisition of English prepositions. English as a Foreign Language (EFL) secondary school students in Korea (N=12) received enhanced extensive reading instruction for one semester in an after-school program. Pre- and post-achievement scores on preposition use revealed that this group exhibited gains in noticing and correcting wrong prepositions, and on producing correct prepositions. However, pre- and post- achievement scores drawn from a comparable group not receiving the additional instruction (N=12) exhibited small gains only in noticing wrong prepositions in sentences. Students' responses to retrospective interviews provided evidence for five factors likely to affect the acquisition of English prepositions through enhanced extensive reading: increased reading comprehension, increased vocabulary knowledge, frequent encounters of prepositions in meaningful contexts, increased intuition for preposition use, and opportunities to use the newly taken input in output activities. These results suggested that enhanced extensive reading can effectively contribute to EFL secondary school students' incidental acquisition of English prepositions.

**Teng, F. (2014). Incidental vocabulary learning by assessing frequency of word occurrence in a Graded Reader: Love or money. LEARN Journal: Language Education and Acquisition Research Network, 7(2), 36-50.**

**[https://www.academia.edu/10587877/Incidental\\_Vocabulary\\_Learning\\_by\\_Assessing\\_Frequency\\_of\\_Word\\_Occurrence\\_in\\_a\\_Graded\\_Reader\\_Love\\_or\\_Money](https://www.academia.edu/10587877/Incidental_Vocabulary_Learning_by_Assessing_Frequency_of_Word_Occurrence_in_a_Graded_Reader_Love_or_Money)**

828--Twenty tertiary level EFL learners participated in a reading program exploring incidental vocabulary learning measured by 30 substituted nonwords within five groups of frequency level in a graded reader, Love or Money. Two nouns, verbs, and adjectives were included in each group of frequency level. A three-aspect measurement and a semi-structured face-to-face

interview were used in this study. The findings showed that, overall, the acquisition order of the three aspects was first word form, then word meaning, finally word usage. Incidental vocabulary learning was affected by the frequency of word occurrence, and the learners showed a better proficiency in the words with a higher frequency level. It appeared that, to have a 50% chance of recognizing the word form, exposure to target words more than eight times was necessary. However, exposure to the word more than 14 times was needed for a 50% chance of recalling the word meaning and usage. For the new words that occurred only 1 time or up to 4-6 times, it would be very difficult for the learners to master the word knowledge. In addition, based on the learning outcome of word meaning and usage, the learning difficulties of nouns, verbs, and adjectives were found to vary. It appeared that learning the meaning and usage of verbs were easier than nouns, and nouns were easier to be learned than adjectives.

**Uden, J., Schmitt, D., & Schmitt, N. (2014). Jumping from the highest graded readers to ungraded novels: Four case studies. *Reading in a Foreign Language, 26(1)*, 1-28. Available from <https://nflrc.hawaii.edu/rfl/item/298>**

566--This study follows a small group of learners in the UK to the end of a graded reading program using the Cambridge Readers and investigates whether this particular graded reading series provides a bridge to reading unsimplified novels for pleasure. The participants' reading comprehension, reading rates, vocabulary text coverage, and overall affect were measured and used for comparison between two of the highest level Cambridge Readers and two ungraded novels. The four books were also analysed to investigate the potential 'gap' in vocabulary coverage between graded and ungraded fiction. The overall results revealed that learners can progress from a graded reading program using the Cambridge Readers to reading unsimplified novels for pleasure, but are likely to experience a reduction in vocabulary coverage from over 98% to around 95%. It was also found that the gap between graded and unsimplified novels may not be as big as previously thought.

**Waring, R. (2014). Building fluency with extensive reading. In T. Muller, J. Adamson, P. S. Brown, & S. Herder (Eds.). Exploring EFL fluency in Asia (pp. 213-230). Basingstoke, United Kingdom: Palgrave Macmillan.**

551--This study uses a moving windows self-paced reading task to assess both text comprehension and processing time of authentic texts and these same texts simplified to beginning and intermediate levels. Forty-eight second language learners each read 9 texts (3 different authentic, beginning, and intermediate level texts). Repeated measures ANOVAs reported linear effects of text type on reading time (normalized for text length) and true/false comprehension scores indicating that beginning level texts were processed faster and were more comprehensible than intermediate level and authentic texts. The linear effect of text type on comprehension remained significant within an ANCOVA controlling for language proficiency (i.e., TOEFL scores), reading proficiency (i.e., Gates-MacGinitie scores), and background knowledge, but not for reading time. Implications of these findings for materials design, reading pedagogy, and text processing and comprehension are discussed.

**Yoshii, M. (2014). Effects of Glosses and Reviewing of Glossed Words on L2 Vocabulary Learning through Reading. Vocabulary Learning and Instruction, 3(2).**

**<http://vli-journal.org/issues/03.2/vli.v03.2.yoshii.pdf>**

788--This study is an attempt to integrate incidental and intentional vocabulary learning in a reading activity without sacrificing the enjoyment of reading. The paper reports on a study which examined the effectiveness of a reading program on the web. The program contained glosses in a text and a reviewing component at the end of reading. The learners read the text for comprehension purposes on computers and were able to look up certain words by clicking on them. At the end of the reading the learners were also able to review the words they had looked up during the reading. This study examines how well learners can pick up words through this reading program. This study also examines the effectiveness of a reviewing

activity by comparing the words reviewed and the words not reviewed. The study investigates if there are any differences in immediate and medium-term effects for vocabulary learning. Data from a pretest one week prior to the experiment, an immediate test right after the reading, and a delayed test were used for the analysis. Lookup behaviors of glosses and reviewing behaviors were also taken into account for analyzing the data.

**Augustyn, P. (2013). Translation and bilingual practice for German vocabulary teaching and learning. *Die Unterrichtspraxis/Teaching German*, 46(1), 27-43.**

534--This article offers a critical examination of the current practices and beliefs about vocabulary teaching and learning in typical communicative-approach German classrooms. While research on vocabulary acquisition is scarce, frequency dictionaries reveal that current practice is based heavily on the use of concrete, referential lexemes that may be easier to teach but may not represent the most frequently occurring vocabulary in spoken and written texts. For teaching high-frequency vocabulary, which is often abstract and non-referential, this paper explores strategies for bilingual practice, validating the pedagogical use of the learners' first language. These strategies integrate translation into the classroom as a productive strategy for learning that promotes learner autonomy. By discussing techniques for bilingual classroom practice for the acquisition of core vocabulary at the introductory and intermediate level, this article lends support to recent proposals for integrating translation and extensive reading as key strategies for developing vocabulary.

**Chang, A., & Millett, S. (2013). Improving reading rates and comprehension through timed repeated reading. *Reading in a Foreign Language*, 25(2), 126-148. Retrieved from <https://nflrc.hawaii.edu/rfl/item/276>**

558--EFL students read 26 passages five times each. Students answered comprehension questions after the first and fifth readings. Another group read the same number of passages

but without repetition and answered comprehension questions only once. Both groups were tested for reading rate and comprehension before and after the intervention. The results of reading rates showed that the repeated reading students increased 47 words and 45 words per minute in the practiced and unpracticed texts respectively, but the non-repeated students increased 13 and 7 words only. The comprehension levels of the repeated reading students improved 19% and 17% for the practiced and unpracticed texts, but this was 5% and 3% for the non-repeated reading students. Possible reasons for the higher gains compared to previous studies are discussed.

**Chen, I.-J., & Yen, J.-C. (2013). Hypertext annotation: Effects of presentation formats and learner proficiency on reading comprehension and vocabulary learning in foreign languages. *Computers & Education*, 63, 416-423. <https://doi.org/10.1016/j.compedu.2013.01.005>**

773--This study extends current knowledge by exploring the effect of different annotation formats, namely in-text annotation, glossary annotation, and pop-up annotation, on hypertext reading comprehension in a foreign language and vocabulary acquisition across student proficiencies. User attitudes toward the annotation presentation were also investigated. Data were collected from 83 non-English-majored university students in Taiwan in a 4-week period. Each week participants read 3 passages, each with different annotation formats as a treatment condition and one passage without annotation as a control condition. Posttests of reading comprehension and vocabulary recognition followed each passage. The results indicate that, for reading comprehension, the in-text format led to the lowest performance among all types of annotation, including the control condition. The best performance was observed in the condition where annotations were presented in the pop-up format. No interaction effect between format and proficiency was detected. For vocabulary acquisition, reading passages with hypermedia annotations significantly benefit vocabulary learning for participants of medium and high proficiencies compared with the control condition. No significant differences

were found among the 3 formats. The beneficial effect, however, did not extend to low-proficiency participants. Participant feedback revealed a positive attitude toward annotations. Among the 3 annotation formats, the glossary type was considered the least preferred type by participants. Findings of the research provide insights on the design and instruction for online reading.

**Burrows, L. P. (2013). The effects of extensive reading and reading strategies on reading self-efficacy. (Unpublished doctoral dissertation). Temple University, Tokyo, Japan.**

**Retrieved from <http://digital.library.temple.edu/cdm/ref/collection/p245801coll10/id/199091>**

554--This study is a quasi-experimental, longitudinal investigation into the role that extensive reading and reading strategies play in the cultivation of reading self-efficacy. Conducted over the course of one academic year, how changes in reading self-efficacy translate into changes in reading comprehension was examined. In addition, the participants' perceptions of the utility of extensive reading and reading strategies, and how those perceptions related to reading self-efficacy were investigated. A final goal was to ascertain how retrospective ratings of reading self-efficacy influence current levels of the construct. The participants (N = 322) were first and second-year, non-English majors at a four-year, co-educational university in Osaka, Japan. The participants were divided into four groups: an intensive reading group (control group), an extensive reading group, a reading strategies group, and an extensive reading/reading strategies group. Data for the study were obtained from six major sources: a reading comprehension test, a reading strategy test, a reading self-efficacy questionnaire, a perceived utility of extensive reading questionnaire, a perceived utility of reading strategies questionnaire, and a sources of reading self-efficacy questionnaire.

The questionnaires and tests were administered three times over the course of the academic year. Before conducting the quantitative analyses on the data gathered with the above

instruments, the dichotomous test and questionnaire data were analyzed using the Rasch rating-scale model to confirm the validity and reliability of the instruments and to transform the raw scores into equal interval measures. By employing MANOVAs, ANOVAs, Latent Growth Curve Modeling, and Pearson correlation coefficients, the data were then analyzed to ascertain differences between groups and within groups for all tests and constructs measured.

The results showed that the participants in the reading strategies and extensive reading/reading strategies groups gained significantly more in reading self-efficacy over the academic year than those in the extensive reading and intensive reading groups. In addition, all three experimental groups outperformed the intensive reading group in reading comprehension. Furthermore, results from the latent growth curve model showed that gains in reading self-efficacy were related positively to gains in reading comprehension. In a similar vein, the results showed that gains in reading strategy skill led to changes in reading self-efficacy, while reading amount was not significantly related to changes in reading self-efficacy. The results also suggested that those who more highly regard extensive reading as useful to improving reading comprehension exhibited higher levels of reading self-efficacy over the course of the study. On the contrary, there was no significant difference in levels of reading self-efficacy between those who highly rated reading strategies as useful and those who did not rate them as highly. Finally, Pearson correlation coefficients showed moderately strong relationships between junior high and high school (retrospective) levels of reading self-efficacy and university (current) levels.

These results underscore the importance of self-efficacy in the learning process and how the cultivation of self-efficacy should be a goal of any educator or administrator in an EFL context. The findings also highlight the detrimental effects of teaching methodologies, such as grammar-translation, that deprive learners of the opportunity to develop their own cognitive



abilities. With the introduction of reading strategy intervention and/or extensive reading practice, the participants in the experimental groups of this study were able to develop the skills needed to overcome comprehension breakdowns in the reading process, and this help them become more autonomous, empowered readers.

**Ercetin, G. & Alptekin, C. (2013). The explicit/implicit knowledge distinction and working memory: implication for second-language reading comprehension. *Applied Psycholinguistics* 34(4), 727-753**

573--Following an extensive overview of the subject, this study explores the relationships between second-language (L2) explicit/implicit knowledge sources, embedded in the declarative/procedural memory systems, and L2 working memory (WM) capacity. It further examines the relationships between L2 reading comprehension and L2 WM capacity as well as those between L2 reading comprehension and L2 explicit/implicit knowledge sources. Participants were late adult learners of English as an L2, with a relatively advanced level of English proficiency. They completed tests measuring their WM capacity, explicit knowledge, implicit knowledge, and L2 reading comprehension. Correlation analysis revealed significant relationships between L2 WM capacity and both explicit and implicit L2 knowledge. Exploratory factor analysis showed that explicit knowledge, WM capacity, and L2 reading comprehension loaded on a single factor whereas implicit L2 knowledge formed an independent factor with no relationship to L2 reading. The results suggest that L2 WM is able to manipulate and store both explicit and implicit L2 input through controlled and automatic processes. They also suggest that L2 explicit knowledge, connected with the control processes of the declarative system's lexical/semantic features, and L2 WM, reflecting attentional resource capacity/allocation associated with control processes, play an important role in L2 reading comprehension.

**Hill, D. (2013). Graded readers. *ELT Journal*, 67(1): 85-125. Available:**

523--This Review (which follows on from previous ones, most recently in volumes 51/1, 1997; 55/3, 2001; and 62/2, 2008) covers 54 series of graded readers (47 fiction and 7 non-fiction) containing over 2,000 titles produced by 14 publishers: nine in the United Kingdom, one in the United States, and four in Europe. These are distributed widely throughout the world. Thus, this Review does not take into account many excellent series published in other countries for local or regional purchase.

The Review is based on my personal reading of the titles included. I have divided the series into four groups: Senior, Middle, Junior, and Non-fiction, though this division is somewhat artificial since some series or some titles within series cross these boundaries. I also consider two more sections in general terms, namely, series published for Africa and those in foreign languages other than English.

**Jacobs, G. M. (2013). Extensive reading materials produced by learning communities. *TESL Reporter* 46(1&2), 28-39.**

547--This article advocates that students and teachers create some of their own extensive reading materials. Learning communities act as a means of motivating and sustaining student and teacher production of extensive reading materials. The article begins by explaining learning communities. The bulk of the article has two parts. The first part focuses on student created extensive reading materials, discussing benefits and ways to produce such materials. The second part does the same for teacher created extensive reading materials. It is suggested that involving students and teachers in creating ER materials facilitates more egalitarian, more caring education practices.

**Kirchhoff, C. (2013). L2 extensive reading and flow: Clarifying the relationship Reading in a**

**Foreign Language, 25(2), 192-212. Available: <https://nflrc.hawaii.edu/rfl/item/279>**

537--Among foreign language educators interest in extensive reading is growing along with questions about learner motivation to read. Maintaining learner motivation over long periods of time is influenced by many variables suggesting that multiple means of stimulating motivation is needed. The psychological theory of flow has been suggested to influence motivation and engagement in reading. This study examined Japanese learners of English in extensive reading classes to see if they perceived to experiencing flow, the conditions that enabled flow, and if experiencing flow influenced their motivation to spend more time reading. The findings showed that these learners often perceived to experiencing flow while reading graded readers, however, greater frequency of flow-like experiences did not correlate with greater amounts of time spent reading.

**Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. Reading in a Foreign Language, 25(2), 149-169. Available: <https://nflrc.hawaii.edu/rfl/item/277>**

536--Characteristics of English for Academic Purposes students' second language (L2) motivation were examined by identifying underlying motivational factors. Using the motivation constructs created by first language reading researchers, a survey was developed and administered to 2,018 students from 53 English language programs in the U.S. Survey responses were analyzed through exploratory and confirmatory factor analyses. Results indicate that a five-factor structure was best for interpreting the data, accounting for approximately 44% of the total variance. The identified factors included one intrinsically-oriented factor (Intrinsic Motivation) and four extrinsically-oriented factors (Drive to Excel, Academic Compliance, Test Compliance, Social Sharing). The results support the multidimensional nature of L2 reading motivation and the importance of intrinsic motivation in explaining L2 reading motivation.

**Lee, H., & Lee, J. H. (2013). Implementing glossing in mobile-assisted language learning environments: Directions and outlook. *Language Learning & Technology*, 17(3), 6-22.**

**[https://www.iltjournal.org/collection/col\\_10125\\_35924](https://www.iltjournal.org/collection/col_10125_35924)**

774--While mobile technology, such as the touch-based smart-phone, has become part of our daily lives, research into and classroom practices surrounding mobile-assisted language learning (MALL) have generally not kept up with the pace of technological development. This situation may be caused in part by the fact that a considerable proportion of researchers and teachers have not had personal experience with the newly developing technology. In order to improve this situation, the present paper provides comprehensible and useful directions for building web-based reading materials with integrated electronic glossing, with which readers can create their own web-based materials. The authors provide methodological descriptions and discussions of how to implement two useful formats of electronic glossing: (a) hyperlinks to target iframe and (b) tooltips by touching in web pages. The directions are carefully written so that these two formats of glossing work properly in both PC and mobile device environments. Lastly, the authors urge researchers and teachers to be more actively involved in the field of MALL and look forward to future work bridging the gap between computer-assisted language learning and mobile-assisted language learning.

**Malmeer, E., & Araghi, S. (2013). The Impact of Extensive Reading Programs on the Pronunciation Accuracy of EFL Learners at Basic Levels. *Theory & Practice In Language Studies*, 3(8), 1434-1439.**

**<https://pdfs.semanticscholar.org/7409/b94db9de6113b4df583eaa5fe1287b2918d4.pdf>**

695--In this experimental study, the proposed hypothesis predicted that the use of an extensive reading program, while nurturing a lifelong reading habit, leads to fossilization of incorrect pronunciations at basic levels. One hundred EFL students were selected. Pretests were administered before the application of experimental and control treatments, followed by a

posttest. The equivalence of the groups was provided by random assignment of subjects to experimental and control treatments. Based on the use of descriptive and inferential statistics, it was concluded that the use of extensive reading programs leads to the fossilization of incorrect pronunciations at basic levels among EFL learners.

**McLean, S. (2013). Developing explicit grammatical knowledge and high and low-frequency vocabulary through ER and IR. *Extensive Reading in Japan [ERJ]*, 6(2), 22.**

**[http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_6.2.pdf](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_6.2.pdf)**

691--This experimental research provides evidence that ER is not only more effective than combined intensive reading and grammar translation at the facilitation of incidental high-frequency vocabulary growth, but is also at least as effective as combined intensive reading and grammar translation at the development of explicit grammatical knowledge and low-frequency vocabulary knowledge. Gains in written receptive vocabulary knowledge of the first and second 1,000-word frequency levels by the ER group were significantly greater than those by the IR group. This suggests that ER, through allowing students to read more fluently and providing a comprehensible frame in which unknown words are met and recycled more frequently than IR, has facilitated incidental vocabulary growth. The greater and stronger significance of growth in the first 1,000-word frequency level than in the first and second 1,000-word frequency levels might be expected considering the expected greater frequency of vocabulary recycling within the graded readers read by ER group participants than in the material read by the IR group participants. This research, while providing evidence of the efficaciousness of ER and the limited efficaciousness of IR, also provides an example of how researchers may attempt to control time on task during ER research, and evidence of the advantages of conducting experimental rather than quasi-experimental research.

**Min, Y-K. (2013). Vocabulary acquisition: Practical strategies for ESL Students. *Journal of***

**International Students, 3(1), 64-69.**

531--Research also highlights positive effects of bilingual dictionaries on the learners' L2 development especially on their reading comprehension abilities (Folse, 2004; Knight, 1994; Luppescu & Day, 1993). The encoding dictionary can promote a deeper level of processing words and can help learners increase their knowledge of collocational partnerships more effectively by comparing differences in word usages based on the specific examples.

Numerous studies indicate that reviewing vocabulary at regular intervals is a very effective technique for learners to develop a feel for their learned vocabulary and to enhance their learning of English (Carter, 1998; Folse, 2004; McCarthy, 1996; Nation, 2008, 2009; Roberts, 1999).

[From the article's conclusion] It is essential for learners to combine an explicit approach to vocabulary learning with extensive reading to maximize their vocabulary power and the learning of English.

**Nation, P., & Anthony, L. (2013). Mid-frequency readers. Journal of Extensive Reading, 1, 5-16. <https://jalt-publications.org/content/index.php/jer/article/view/4/2>**

693--This article describes a new, free extensive reading resource for learning the mid-frequency words of English and for reading well-known texts with minor vocabulary adaptation. A gap exists between the end of graded readers at around 3,000 word families and the vocabulary size of around 8000 word families needed to read unsimplified texts.

Mid-frequency readers are designed to fill this gap. They consist of texts from Project Gutenberg adapted for learners with vocabulary sizes of 4,000, 6,000, and 8,000 word families. The article also discusses research that needs to be done on mid-frequency vocabulary and readers.

**Reynolds, B. L., & Yi, L. B. (2013). Does the freedom of reader choice affect second language incidental vocabulary acquisition? *British Journal of Educational Technology*, 44(2), E42-E44.**

533--In this study, the effect of freedom of reader choice on the incidental acquisition of vocabulary was investigated in English as a Foreign Language (EFL) reading classes.

McQuillan and Krashen (2008) have argued that free extensive reading is the major contributor to vocabulary development for second language (L2) readers. Cobb (2007), however, argues that free reading cannot provide sufficient opportunities for acquiring vocabulary without the aid of computers.

Accordingly, there has been growing attention to the incidental acquisition of L2 vocabulary through free extensive reading yet surprisingly with no connection to how computers may enhance acquisition. Computers provide the affordances of adaptive learning (Wang & Liao, 2011), linking texts to other texts (Cobb, 2007) and linking texts to speech while providing ease of access to language tools (Grimshaw, Dungworth, McKnight & Morris, 2007). It has been overlooked that computers can provide freedom of reader choice while also helping to fulfill the pedagogical concerns of teachers.

Laufer and Hulstijn (2001) pointed out that educators should provide reading materials that students find interesting to increase motivation. Allowing L2 learners to choose their own reading materials increases motivation but pedagogical concerns may limit freedom of reader choice. Empirical research into the phenomenon of incidental vocabulary acquisition has not investigated the effect of reader choice.

Despite advocating free extensive reading as a means of obtaining a native-like L2 vocabulary, existing studies investigating the incidental acquisition of vocabulary have not allowed for

freedom of reader choice. Therefore, this study aims to address this issue by exploring two research questions:

1. Is incidental vocabulary acquisition affected by whether reading material is selected by the learner or assigned by a computer system?
2. Is incidental vocabulary acquisition related to the learner's level of interest in the reading materials?

Results suggest that the influence of reader choice on students' L2 is worthy of teachers' attention, as is the influence of autonomy on students' L2 vocabulary acquisition. Moreover, this investigation shows the benefit of using computers to provide students with the freedom to choose the articles they read. Empirical results show interest and incidental vocabulary acquisition have a small to medium positive relationship, which indicates that students' level of interest in an article will have a small to medium effect on the amount of incidental vocabulary acquisition that will occur by reading articles. Still, in situations where students only need to comprehend texts, assigning of articles by teachers will have no effect. Future research should increase the number of target words assessed and the types of reading materials to further measure the relationship between interest and incidental vocabulary acquisition.

**Ro, E. (2013). A case study of extensive reading with an unmotivated L2 reader. *Reading in a Foreign Language*, 25(2), 212-233. Available: <https://nflrc.hawaii.edu/rfl/item/280>**

538--Extensive reading is gaining credibility as an effective way of boosting students' affect especially in an English as a Foreign Language (EFL) context where access to a second language (L2) input is minimal. This study uses a pattern-matching, single case study research design to examine an adult reader's motivation and anxiety shifts towards second language reading. Motivation and anxiety were measured through three self-reported questionnaires,



three interviews, and observations in 24 extensive reading sessions over an 8-week period. A total of 174 minutes of interviews were audio-taped, transcribed, and analyzed through content analysis. Results suggest that pleasure reading lowered the participant's fears while increasing motivation towards second language reading. Moreover, the contributing factors for anxiety reduction (confidence, comfort or ease, and enjoyment) and motivation enhancement (convenience or accessibility, satisfaction, comfort or ease, enjoyment, and usefulness) as well as the pedagogical implications for teaching unmotivated readers are discussed.

**Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234-247. Available: <https://nflrc.hawaii.edu/rfl/item/281>**

539--We report on a large-scale implementation of extensive reading (ER) in a university setting in Japan where all students were required to read outside class time as part of their course requirement. A pre/posttest comparison between the 2009 cohort of students who read outside of class and the 2008 cohort who did no outside reading shows that the implementation of ER resulted in highly significant gains. A plug-in module for Moodle called MoodleReader was used to hold the students accountable for their reading. A new distinction between replacement ER and additive ER is introduced.

**Shucart, S. & Takahashi, M. (2013). Choosing a graded reader: Plot-driven versus character-driven stories. *Extensive Reading in Japan [ERJ]*, 6(2), 4-16. [http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_6.2.pdf6\(2\)1](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_6.2.pdf6(2)1)**

689--Motivation is considered to be one of the key components that drives second language acquisition, and nowhere is this more evident than in the field of extensive reading. Helping students choose the proper graded reader is one of the keys to increasing and maintaining their motivation. By giving meta-information on patterns found in the text, we can change our

students' perspectives, raise their awareness when choosing a book, and increase their enjoyment of the stories they read. Obviously, the goal of this paper is not to debate the intrinsic merits of plot-driven versus character-driven stories, nor is it to The authors will present the findings of the pilot study of an ongoing project to rate graded readers using a "plot versus character" continuum on a 7-part Likert scale. We will then analyze the results, and show how a teacher of an extensive reading class can use this data to help facilitate their student's decision-making when choosing the most appropriate graded reader. Although this research is still in its embryonic stage, several patterns are beginning to emerge. Most overtly, the discovery of the plot versus character-driven continuum itself is a major step towards deconstructing the decision-making process involved in making an informed choice of a graded reader. Then, realizing the significance that genre plays in the continuum gives the teacher of an extensive reading class a new tool for increasing their student's motivation.

**Tabata-Sandom, M. (2013). The reader-text-writer interaction: L2 Japanese learners' response toward graded readers. *Reading in a Foreign Language*, 25(2), 264-282. Available: <https://nflrc.hawaii.edu/rfl/item/283>**

541--This paper reports on two projects which investigated graded readers (GRs) as meaningful input for learners of Japanese as a foreign language (JFL). Project One examined the intentions of six writers of Japanese GRs. A focus group interview demonstrated that the writers had a genuine communicative intent in the writing process. Project Two investigated how fourteen learners of JFL responded to the GRs produced by these writers. Most participants welcomed lexical simplification in the GRs and their think-aloud protocols indicated that they experienced an effortless reading process with the GRs. This implies that GRs can be productive reading materials for JFL reading fluency development. In the affective domain, the less proficient participants tended to react favourably to the writers' communicative intent, whereas advanced participants demonstrated negative perceptions toward reading the GRs.

The paper argues that the potential of GRs as meaningful input for learners of JFL is maximized when their efficacy is explicitly taught.

**Taylor, A. (2013). CALL versus paper: In which context are L1 glosses more effective?**

**CALICO Journal, 30(1).**

532--CALL glossing in first language (L1) or second language (L2) texts has been shown by previous studies to be more effective than traditional, paper-and-pen L1 glossing. Using a pool of studies with much more statistical power and more accurate results, this meta-analysis demonstrates more precisely the degree to which CALL L1 glossing can be more effective than traditional L1 glossing. Results indicate, as previous research has shown, that CALL L1 glossing is significantly more effective in L2 reading comprehension than traditional L1 glossing. That is, the mean effect size is significantly higher ( $p < .001$ ) for studies that use CALL L1 glosses ( $g = 1.44$ ) when compared to studies that use paper-based L1 glosses ( $g = .50$ ). This article explains how and under what circumstances CALL L1 glosses may be more or less effective than traditional L1 glosses.

**Wang, Y.-H. (2013), Incidental Vocabulary Learning Through Extensive Reading: A Case of Lower-level EFL Taiwanese Learners, The Journal of Asia TEFL, 10(1).**

**[http://www.asiatefl.org/main/download\\_pdf.php?i=56&c=1404265291&fn=10\\_3\\_03.pdf](http://www.asiatefl.org/main/download_pdf.php?i=56&c=1404265291&fn=10_3_03.pdf)**

760--The study aimed to examine whether EFL extensive reading could lead to increased word knowledge of lower-level EFL Taiwanese learners. The participants were 45 lower-level proficiency English as a foreign language Taiwanese technological college freshmen. They read 30 English texts within a 15-week EFL extensive reading program. The data were collected through the vocabulary pre- and post-tests to measure learners' incidental vocabulary learning gains in the 50 randomly selected target words

achieved through the program. Results revealed that the significant vocabulary gains were achieved by the participants after the EFL extensive reading program, suggesting that the EFL extensive reading treatment had produced a beneficial effect on the incidental word learning gains of the participants with lower EFL competence. However, the improvement in word pick-up rate reached to a modest extent with at least 6% to at most 15% of the 50 measured words being moved from unknown to known and achieved mainly at the recognition level only. The possible factors which led the participants to achieve a significant advantage but at only a modest rate in the number of the target words recognized correctly were discussed. Also, some pedagogical implications for EFL vocabulary instruction in the Taiwanese educational context were provided.

**Waring, R. (2013). The relationship between speed reading and extensive reading Extensive Reading in Japan [ERJ], 6(2),20.**

**[http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_6.2.pdf](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_6.2.pdf)**

690--There are distinct similarities and differences between speed reading and extensive reading and they complement each other in terms of pedagogical implementation and cognitive processing. Speed differs for different types of reading materials. Some online speed reading programs can help record and track a learner's fluency development over time. Â Â One's reading speed is not constant for all types of texts. Reading prose in paragraph format involves different eye movements from reading somewhat more randomly on webpages or a small smartphone screen. It is now well established that people read 20- 25% slower on a screen than they do on paper and this has obvious effects on the amount of material they can read in a given time. Further research is also needed to determine how the busyness and highly distracting nature of webpages affect reading speed. Second language learners must

choose from among the different ways to build their reading speed, and they should determine how to balance their time between speed reading and extensive reading.

**Webb, S., & Macalister, J. (2013). Is text written for children useful for L2 extensive reading?**

**TESOL Quarterly, 47(2), 300**

535--The researchers completed a corpus-driven analysis of 688 texts written for children, language learners, and older readers to determine the vocabulary size necessary for comprehension and the potential to incidentally learn vocabulary through reading each text type. The comparison between texts written for different audiences may indicate their relative value for use in extensive reading programs. The results indicate that a vocabulary size of 10,000 words plus knowledge of the proper nouns and marginal words was required to know 98% of the words in both text written for children and text written for older readers. In contrast, a vocabulary size of 3,000 word families plus knowledge of the proper nouns and marginal words was necessary to know 98% of the words in text written for language learners. Repetition of words in Nation's (2006) 3rd to 14th 1,000-word lists was higher in the text written for language learners, followed by children's literature and then text written for adults. The findings indicate that the lexical load of text written for children is similar to that of text written for older readers, and that neither of these text types is as well suited as graded readers for second language extensive reading.

**Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language.**

**Reading in a Foreign Language, 25(2), 234-247. Available: <https://nflrc.hawaii.edu/rfl/item/282>**

540--Extensive reading (ER) is an instructional option steadily gaining support and recognition in second language (L2) reading pedagogy. Even though many attempts have been made to unravel the impact of ER on L2 development, there is a paucity of investigation into the affective domains of reading. The current study helps fill this gap by examining the effect of ER

on L2 reading attitude. Participants were 61 undergraduates learning English as a foreign language at a Japanese university. Five attitudinal variables were measured using a 22-item questionnaire scored on a Likert scale in the categories of Comfort, Anxiety, Intellectual Value, Practical Value, and Linguistic Value. After the removal of Linguistic Value because of a ceiling effect, the result showed increases in Comfort and Intellectual Value and a decrease in Anxiety, with no effect on Practical Value. Implications for research and pedagogy are discussed.

**Yamashita, J. (2013). Word recognition subcomponents and passage level reading in a foreign language. *Reading in a Foreign Language*, 25(1), 52-71.**

**<https://nflrc.hawaii.edu/rfl/item/270>**

694--Three word recognition subcomponents (decoding, sight word reading, lexical meaning access) and general English language ability were examined in terms of their contributions to predicting the reading comprehension and reading rate of Japanese university students learning English. Multiple regression analyses revealed that, in addition to the contribution made by English language ability, lexical meaning access was a significant predictor of both reading comprehension and reading rate, and decoding was a predictor of reading rate only. These results not only supported some previous findings but also added new insight into the influence of efficiency of lexical meaning access on reading comprehension.

**Al-Homoud, F. A., & Alsalloum, M. S. (2012). The effects of extensive reading on the breadth and depth of vocabulary knowledge and reading speed. *Reading World Congress Proceedings*, 1, 65-67.**

653--The study explored the effects of extensively reading graded readers on the depth and breadth of vocabulary knowledge and reading speed. It compared the gains of 127 EFL female learners exposed to two different reading approaches for eight weeks. The results showed that

both extensive and intensive reading groups made similar gains on the 2000, 3000, and academic word sections of the Vocabulary Levels Test (VLT), while the extensive group made better gains on the Word Associate Test (WAT) and on a reading speed test. We could conclude that extensive reading did a great job of improving students' abilities in the examined areas.

**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.**

519--Few second-language (L2) reading studies have examined the relationship between reading large amounts of text and fluency, and those studies that have tend to be problematic in terms of their designs and/or analyses. In order to address this lack of empirical L2 reading fluency research, this study investigates the effects of a 1-year pleasure reading program on the reading rate development of first-year Japanese university students (N= 97). The reading rates and reading comprehension of an Intensive Reading Group and three Pleasure Reading Groups were measured at the beginning and end of the academic year. All Pleasure Reading Groups made greater gains than the Intensive Reading Group, and the two Pleasure Reading Groups that read the most made greater reading rate gains than the Pleasure Reading Group that read the least. Reading one book every 2 weeks or more was the most effective means for promoting reading rate gains for the majority of learners. An additional finding was that reading comprehension was consistently high on both the pretest and posttest; thus, the increased reading rates did not come at the expense of passage comprehension. A final finding was that reading simplified rather than unsimplified texts resulted in greater reading rate gains.

**Brown, D. (2012). Online support systems for extensive reading: Managing the tension between autonomy and institutional education. *The Language Teacher*, 36(2), 11-16.**

660--In recent years in Japan a number of online systems have been developed to support extensive reading (ER) programmes. This paper discusses why so many similar systems have been developed concurrently. It is suggested that the underlying reason concerns the tension between autonomy and institutional education. Extensive reading programmes provide considerable opportunities for the development of autonomy. Educational institutions, however, may be uncomfortable with autonomy, particularly with regards to the monitoring and evaluation of students. The various online support systems make monitoring simple for teachers while imposing little on learners, and can thus help to resolve this tension. By helping to satisfy the demands of institutions, the systems allow ER practitioners to give learners the freedom to read independently. Online ER support systems may thus allow extensive reading to flourish within the constraints of institutional education.

**Chang, A. C-S., (2012). Improving reading rate activities for EFL students: Timed reading and repeated oral reading. *Reading in a Foreign Language*, 24(1),56-83.**

**<https://nflrc.hawaii.edu/rfl/item/253>**

742--This study investigates the effect of timed reading (TR) and repeated oral reading (RR) on 35 adult students of English as a foreign language. Students in the TR (n =18) and RR (n =17) groups read 52 and 26 passages respectively over a 13-week period. Reading rates and comprehension levels were measured at three occasions: pre-intervention, post-intervention, and delayed post-intervention. The reading rate results show that the TR group increased 50 (49%) words per minute (wpm) and 23 wpm (27%) for the RR group. The rate gains of both groups were largely retained after six weeks with no further instructional practice. In terms of comprehension levels, the TR group scored 53%, 67%, and 63%, and the RR group 53%, 60%, and 53% at the pretest, posttest and delayed posttest respectively. Overall, increasing the reading amount for the TR group improved reading rates and comprehension; increasing the reading rate for the RR group did not have a negative impact on reading comprehension.



Thus, it is worthwhile including reading rate buildup activities in L2 reading instruction.

**Chun, E., Choi, S., & Kim, J. (2012). The effect of extensive reading and paired-associate learning on long-term vocabulary retention: An event-related potential study. *Neuroscience Letters*, 521(2), 125-129. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/22683507>**

555--We investigated the relative efficacy of extensive reading (ER) and paired-associate learning (PAL) in the ability of second language (L2) learners to retain new vocabulary words. To that end, we combined behavioral measures (i.e., vocabulary tests) and an event-related potential (ERP) investigation with a focus on the N400 ERP component to track short- and long-term vocabulary retention as a consequence of the two different approaches. Behavioral results indicated that both ER and PAL led to substantial short-term retention of the target words. In contrast, on a long-term basis, ER was more effective than PAL to a considerable degree as indicated by a large-size effect ( $d=1.35$ ). Evidence from the N400 effects ( $d=1.70$ ) observed in the parietal electrode group (P3, Pz, P4) provided further support for the superior effects of ER over PAL on long-term vocabulary retention. The converging evidence challenges the assumptions of some L2 researchers and makes a significant contribution to the literature of vocabulary acquisition, because it provides the first ERP evidence that ER is more conducive to long-term vocabulary retention than PAL.

**Claflin, M. (2012). How can I get Extensive Reading into my local library? Background, challenges and possible approaches. *Reading World Congress Proceedings*, 1, 48-51.**

652--Understanding and use of Extensive Reading (ER) in English education is rapidly spreading through secondary and tertiary education in Japan. The growing stress on lifelong education and the need for large numbers of books would seem to make it ideal for public libraries as well, but it is proving difficult to persuade the average local library to invest in such a program. This paper attempts to explain the reasons for this through an outline of the history

of Japanese public libraries and a discussion of related management and purchasing issues and staff beliefs, while outlining one success story.

**Claridge, G. (2012). Graded readers: How the publishers make the grade. Reading in a Foreign Language, 24(1), 106-119. Retrieved January 5, 2013, from <https://nflrc.hawaii.edu/rfl/item/255>**

522--Publishing graded readers is big business, but there is evidence that the texts themselves are not being read in sufficient quantity to improve language proficiency. This article reports on a study of graded readers, focusing on interviews with some major publishers of graded readers, to investigate their production rationales. The findings suggest that the opinions of the ultimate consumers, the learners, are not regularly researched, with publishers tending to base production more on the demands of teachers and librarians who buy the books. The largest quantity of graded readers is produced for the intermediate levels, although if pleasure reading is the main purpose of graded readers, it would seem logical to publish a greater number of texts at the lowest level, to inculcate good reading habits from the start.

**Crossley, S. A., Allen, D., & McNamara, D. S. (2012). Text simplification and comprehensible input: A case for an intuitive approach. Language Teaching Research, 16(1), 89-108. doi: <http://dx.doi.org/10.1177/1362168811423456>**

525--Texts are routinely simplified to make them more comprehensible for second language learners. However, the effects of simplification upon the linguistic features of texts remain largely unexplored. Here we examine the effects of one type of text simplification: intuitive text simplification. We use the computational tool, Coh-Metrix, to examine linguistic differences between proficiency levels of a corpus of 300 news texts that had been simplified to three levels of simplification (beginner, intermediate, advanced). The main analysis reveals significant differences between levels for a wide range of linguistic features, particularly

between beginner and advanced levels. The results show that lower level texts are generally less lexically and syntactically sophisticated than higher-level texts. The analysis also reveals that lower level texts contain more cohesive features than higher-level texts. The analysis also provides strong evidence that these linguistic features can be used to classify levels of simplified reading texts. Overall, the findings support the notion that intuitively simplified texts at the beginning level contain more linguistic features related to comprehensible input than intuitively simplified texts at the advanced level.

**de Burgh-Hirabe, R., & Feryok, A. (2012). A model of motivation for extensive reading in Japanese as a foreign language *Reading in a Foreign Language*, 25(1), 72-93.**

**<https://nflrc.hawaii.edu/rfl/item/271>**

692--Numerous studies have reported that extensive reading (ER) has a positive influence on affect. Recent studies suggest that motivation for ER changes. This is in line with recent developments in second language (L2) motivation research that have highlighted the complex and dynamic nature of L2 motivation. This study presents a model of complex and dynamic motivation for ER. This qualitative study examined 9 Japanese as a foreign language learners' motivation for ER. The participants were encouraged to read as many Japanese books as possible outside class for 5 to 7 months. Data from interviews and journal entries were analyzed for factors influencing their motivation. The participants' motivation changed as different factors interacted, leading to different patterns of engagement with ER, which fit within the model. This suggests the value of using a complex and dynamic approach to L2 extensive reading motivation. Implications concern the importance of varied materials and of making ER obligatory.

**de Burgh-Hirabe, R., & Feryok, A. (2012). Japanese as a Foreign Language extensive reading and self-regulation: Case studies of high school language learners. *New Zealand Studies In***

**Applied Linguistics, 18(1), 21-35.**

556--This study concentrates on the processes through which students conduct Extensive Reading. Much of the research on ER uses large-scale surveys that may not reveal what learners actually do when reading extensively. Findings posit that students who met both study and ER expectations were those who could self-regulate their behaviour and context. Additionally, external demands, especially the national exam, distracted students from conducting ER outside of class. The implications are that reading in class would secure a certain amount of reading for all students, and this could also provide support for developing self-regulatory abilities.

**Grogan, M. (2012). Pronunciation activities in Extensive Reading classes. Reading World Congress Proceedings, 1, 172-175.**

651--Extensive Reading can be used as input for classes that focus on language production. This approach has achieved some degree of success at the presenter's institution. On the premise that phonemic awareness (the "voice" of a text) is an important part of the reading experience, this paper looks at introducing structured pronunciation activities into Extensive Reading activities. In general, the activities use a graded reader as a basis for pronunciation practice. In this way, reading activities can be used to highlight language use for other areas of the students' English development, and to help students find authors' voices and their own.

**Guo, S. C. (2012). Using Authentic Materials for Extensive Reading to Promote English Proficiency. English Language Teaching, 5(8), 196-206.**

<http://files.eric.ed.gov/fulltext/EJ1079781.pdf>

970--Current literature points to the importance and benefits of extensive reading. Extensive reading provides contextualized clues for better reading comprehension (Krashen, 1982), and substantial linguistic input (Bell, 1998) needed for language development. Several studies have

found a correlation between extensive reading and specific linguistic skills including breadth of reading choices, improved writing skills, ease in oral communication, and improvement in other aspects of language. Literature already incorporates much simplified reading material that would encourage even beginners to engage in extensive reading; however, there has been insufficient research to explore the effects of extensive reading that utilizes authentic materials. Krashen (2011) specifies a crucial need for continuous research in this area in support of the inclusion of extensive reading in the EFL curriculum. Thus, this researcher attempted to add to the literature by investigating the impact of authentic materials as the main source of extensive reading. This quantitative study employed a pre- and post-test design using a simulated English proficiency test and an attitudinal survey. Other data such as course exams and students' class participation records were also included to increase validity. This study intended to discover the effects of extensive reading using online materials on students' language proficiency, and students' attitudes toward the extensive reading activity. The study results indicated a strong relationship between extensive reading and vocabulary development. Students thought that extensive reading also enhanced their overall English ability and knowledge.

**Haider, Z., & Akhter, E. (2012). Extensive reading in EFL classroom at secondary school in Bangladesh: Current practices and future possibilities. *International Education Studies*, 5(3), 126-133. Retrieved from <http://www.ccsenet.org/journal/index.php/ies/article/view/9853>**

557--The study reports the responses of 100 secondary English teachers on different aspects of using extensive reading tasks in the EFL classrooms of Bangladeshi junior secondary schools. It is found that though the teachers of Bangladesh express positive beliefs about the benefits of extensive reading, the techniques they follow in their classrooms at present mostly encourage intensive reading. A combination of initiatives such as teacher training,

awareness-raising, curriculum reform and changing existing assessment formats can promote the practices of extensive reading activities among secondary school learners.

**Hashimoto, S., & Okazaki, H. (2012). An extensive reading work-in-progress. *Procedia - Social and Behavioral Sciences*, 34, 88-93.**

659--The conventional approach to implementing extensive reading involves high initial investment costs, obtaining space and a circulation management system for the reading materials. Over time, texts become outdated, worn out or lost and need to be replaced. For teachers, using time in class for timed reading activities can be logistically complex: making copies, keeping time and adjusting for students who finish at different speeds. In order to alleviate these and additional concerns, we are developing PREMA, an extensive reading software package that allows online texts to be used as reading material. This original revolutionary software allows students to utilize texts of any size that they find online. PREMA (your Personal Reading Manager) is still under development, but comes with features for automatically tracking the total number of words read, measuring students' reading speed, and rating the relative difficulty of a particular text. There are additional features we are planning for the future, which will allow for customization for ESP uses. In our presentation, we will discuss the accomplishments, hopes and challenges PREMA faces as it continues to evolve into a distributable format.

**He, M., & Green, C. F. (2012). Challenges in implementing Extensive Reading in Shanghai senior high schools. *Reading World Congress Proceedings*, 1, 34-36.**

650--Over the past decades, extensive reading has become increasingly popular worldwide. However, the implementation of extensive reading involves challenges from various related parties. In this one-year extensive reading program implemented in a Shanghai senior high school, the researchers detected four challenges either noted or not noted in previous

literature: reluctant readers, the change of teachers' role, the change of the classroom culture, and students' academic pressure from the context. The solutions to the challenges suggested by the researchers are discussed. The findings from this program help the researchers gain deeper insight into the Chinese context, where the researchers continue their investigations.

**Hung, S. (2012). Extensive reading for undergraduate EFL learners: Multimodal text vs. linear text (Doctoral dissertation). Retrieved from**

**<https://research.libraries.wsu.edu/xmlui/handle/2376/2875>**

658--Scholars have advocated that the literacy of multimodal text is indispensable and irreversible in this era of widespread use of Information and Computer Technology (ICT). In response to this advocacy, the current quasiexperimental study was designed to examine effects of English Internet extensive reading on the development of English proficiency of Taiwanese undergraduate learners of English as a foreign language (EFL). Because positive impact of the extensive reading of books, or linear printed text, has been established relatively firmly by existing literature, the current study examined effects of the extensive reading of multimodal text against that of linear text. Fiction was the genre of reading text in the current study because it was used in all the reviewed studies of extensive reading of linear text. Guided by four hypotheses, three types of statistical analysis tests were conducted. The analysis of covariance (ANCOVA) test results indicated equally significant improvement in English proficiency in the experimental groups but not significant change in motivation for reading across all three groups. The multiple regression test results suggested that the extensive reading of either linear or multimodal text predicted English proficiency. The chisquare test results did not reveal significant association between extensive reading and application of several reading strategies. The discussion involving statistical findings and contextual data provided by questionnaires and participants' assignment sheets leads to pedagogical implications and directions for future research. The pedagogical implications are

incorporating extensive reading of linear and/or multimodal text into formal EFL curricula and including multimodal informational text in the program. Regarding directions for future research, one is unveiling EFL learners' perception of the role of multimodal text in and the impact of their perception on their development of English literacy. Other directions include exploring effects of interacting with informational type of multimodal text and integrating reading strategy instructions in an extensive reading program. Finally, future research is recommended to identify essential elements a reliable and valid measure of motivation for EFL reading should contain to uncover the role motivation for reading plays in the development of EFL learners' English literacy.

**Jacobs, G. M., & Farrell, T. S. C. (2012). Teachers sourcebook for extensive reading. Charlotte, NC: Information Age Publishing.**

524--\*This book is divided into an Introduction and three parts. Part 1 considers the materials students read in their extensive reading. Part 1's first chapter, Chapter 2, provides many ideas for how to acquire materials that match students' interests and fit their independent reading levels. Chapters 3 and 4 suggest how students and teachers, respectively, can create ER materials. Part 2 consists of three chapters on implementing extensive reading. Chapter 5 tackles the all important issue of motivating students to read, whereas Chapter 6 looks at activities to accompany ER, while Chapter 7 discusses combining ER with cooperative learning. The book concludes with Part 3 on how teachers can advocate for ER. Chapter 8 asks how we can cooperate with colleagues to promote the use of ER. Chapter 9 offers suggestions for doing research related to ER.

**Jeon, E.H., (2012). Oral reading fluency in second language reading. Reading in a Foreign Language, 24(2),186-208. <https://nflrc.hawaii.edu/rfl/item/263>**

743--This study investigated the role of oral reading fluency in second language (L2) reading.



Two hundred and fifty-five high school students in South Korea were assessed on three oral reading fluency (ORF) variables and six other reading predictors. The relationship between ORF and other reading predictors was examined through an exploratory factor analysis (EFA). Next, the contribution of ORF to silent reading comprehension was investigated through multiple regression analyses (MRA) with ORF variables as predictors of reading comprehension. EFA identified two factors (fluency and comprehension) and showed that passage reading fluency crossloaded with both factors. MRA results indicated that the three ORF variables collectively explained 21.2% of variance in silent reading comprehension. Oral passage reading fluency alone explained 20.9% of variance in silent reading comprehension. After controlling for pseudoword reading and word reading fluency, oral passage reading fluency still accounted for an additional 12.4% of the remaining reading variance.

**Kargar, A. A. (2012). The efficiency of Extensive Reading Project (ERP) in an Iranian EFL context. *Theory and Practice in Language Studies*, 2(1), 165-169.**

663--The main goal of the present study was to examine the effects of Extensive Reading Project on Iranian low level learners. To find its effects, of 67 EFL students who had failed their first reading course, 40 students were selected randomly and were divided randomly into one experimental and one control group. A standard reading proficiency test (pre-test) confirmed the homogeneity of both groups. Then during a program which took ten weeks to be accomplished, participants of the experimental group were asked to read ten interesting stories in English as a part of their reading class, while the members of the control group continued their traditional reading class. At the end, the same standard reading proficiency test, as post-test, was introduced to both control and experimental groups. The obtained results revealed that there was a significant difference between the performances of both groups; in other words, extensive reading (ER) had a positive effect on the reading proficiency achievement of low level EFL students.

**Kirin, W., Poolsap, P., & Plongthong, J. (2012). Promoting extensive reading among Chinese students learning Thai as a foreign language. *Procedia Engineering*, 32, 1178-1182.**

657--This study explored Chinese students' reading abilities after being assigned to read Thai texts for pleasure out of class for one semester. The sample of the study was purposively selected from 44 Chinese students registering for a Thai reading course at a university in Thailand in the academic year 2010, second semester. The reading promotion activities were integrated into normal reading lessons involving such activities as an orientation, discussion about books, best readers selection and sharing of stories and language elements. The books adopted in the project were chosen on the basis of individual readers' language level, interests and choices. The purpose of reading was for global understanding thus details of texts were not emphasized or assessed. Data gathering included students' scores from pre- and post-tests of reading speed and perception surveys of reading comprehension and teacher's interview on students' reading progresses and problems. By the end of the semester, individual students added up the amounts of pages each has read; they were then divided into the high group, which read over 200 pages and the low group, which read below that. Quantitative data were analyzed through SPSS program and qualitative ones through content analysis, each of which was based on either the high or low group. Results of the quantitative analyses show that students who read more pages performed better in their reading comprehension and speed.

**Ko, M. H. (2012). Glossing and second language vocabulary learning. *TESOL Quarterly*, 46(1), 56-79. <https://doi.org/10.1002/tesq.3>**

770--This study aims to investigate the effect of different types of glosses as well as no-gloss and glossed texts on L2 vocabulary learning. A total of 90 university students in Korea participated in this study. They were randomly divided into groups according to three different conditions: no gloss, L1 gloss, and L2 gloss. Students were first asked to read

materials for a reading comprehension test. Immediately after, participants took an unexpected multiple-choice (MC) vocabulary test, which they took once again unannounced four weeks later. All participants also completed a student opinion questionnaire reporting on their reactions to the reading text. Results indicated that, on the immediate vocabulary test, there was a significant difference between no-gloss and glossed conditions. However, participants showed no significant differences between texts with L1 glosses and L2 glosses. Findings were similar on the delayed vocabulary test given four weeks later. There were significant time effects on L1 and L2 gloss conditions over time but not on the no-gloss condition. The survey results revealed participants preferred glosses in their L2 reading materials, and they favored L2 glosses over L1 glosses.

**Liburd, T., & Rodrigo, V. (2012). The affective benefits of extensive reading in the Spanish curriculum: A 5-week case study. *International Journal of Foreign Language Teaching*, 7(2), 16-20. <https://ijflt.com/wp-content/uploads/2021/03/IJFLT.Liburd.Rodrigo3.12.pdf>**

972--Previous research has indicated that Extensive Reading (ER) is one of the best ways to learn a language. Unfortunately, the implementation of ER programs in the Spanish FL curriculum is scarce or even non-existent. This study seeks to evaluate whether a short-term ER program implemented in the second semester of Spanish at the college level can a) make students realize of the value of ER and its implementation in the curriculum, and b) affect students reading attitude and confidence in their language skills. Participants in the experimental group read 5 books during 5 weeks (one book per week) as a supplement to their regular Spanish class. Results show that ER is viewed as a liked activity, and when compared to a control group, the experimental group showed positive gains in attitude towards reading and more confidence in their reading abilities. Pedagogical implications are discussed. [Small study. N=5.]

**Lin, L., & Li, M. (2012). Book leveling for Chinese Extensive Reading in primary schools in Singapore. Reading World Congress Proceedings, 1, 138-140.**

649--2012 This article is to generalize practical approaches to help Chinese teachers select books that match students' ability levels and reading interests for extensive reading in Singaporean primary schools. With quantitative analysis, teachers can use Chinese readability formulas to judge the readability levels of books. An alternative is to compare the overlaps between book texts and government-authorized word and character lists. As for the qualitative aspect, text-related factors, content and language structure affect students' understanding and reading interest. Relevant discussion is provided for both quantitative and qualitative judgment on Chinese book leveling.

**Matsuoka, R., & Evans, D. (2012). Analysis of an Extensive Reading approach with Japanese nursing college students. Reading World Congress Proceedings, 1, 131-134.**

648-- This paper analyses an Extensive Reading approach conducted as a part of reading course for Japanese nursing college students. How students perceive this approach is examined through a questionnaire. The questionnaire has two parts: evaluation and feedback. The evaluation part was developed based on Day's (2002) ten principles for Extensive Reading. The feedback revealed students' in-depth reflections about their experience with Extensive Reading. A vocabulary test at the 3000 word level written by Nation (2010) was administered before and after three months' Extensive Reading to measure the effects on student vocabulary size. Pedagogical implications are discussed related to the findings.

**Otsuki, K., & Takase, A. (2012). Comparison of pedagogical grammar in picture books and English textbooks. Reading World Congress Proceedings, 1, 116-119**

646-- Research has suggested that Extensive Reading (ER) is effective at improving the English proficiency of EFL learners. Takase and Otsuki (2011) reported that students in

repeater courses increased their English proficiency by reading numerous Leveled Readers (LR), the Oxford Reading Tree (ORT) series, in particular, at the beginning of the course. In the light of this research, exposure to an abundance of natural English used in LR has been shown to be valuable to the improvement of EFL learners' English ability. In this study, a detailed description of the English contained in the ORT is given. The comparison between the English in Japanese school textbooks and the ORT revealed that the ORT not only provides language used in natural context, but also introduces grammar items by adopting an inductive approach. It seems that these methods helped learners enhance their working knowledge of English, which affected their post-test.

**Pazhakh, C., & Soltani, R. (2012). The effect of extensive reading on vocabulary development in EFL learners in Dehdasht Language Institute. Practice and Theory in Systems of Education, 5(4), 387-398.**

656--Extensive reading, ER, can be considered as a good learning technique to improve learners' vocabulary knowledge. ER is a type of reading instruction program used in ESL or EFL settings, as an effective means of vocabulary development. The subjects who participated in this study were 40 upper-intermediate and 40 lower intermediate learners drawn from a population through a proficiency test to see if ER helps them improve their vocabulary knowledge at the above-stated levels. To this end, at each level an experimental and a control group (EG and CG) were formed each of which comprised 20 subjects randomly selected and assigned. All the conditions especially teaching materials were kept equal and fixed at each level, except for the EG the subjects were given five extra short stories to read outside for ten weeks. The results showed that EG at both levels indicated improvement in their vocabulary learning after the experiment.

**Soliman, N.A. (2012). Integrating extensive reading and reading circles in ESL. International**

655--Reading is one of the most important academic skills that enables students to learn new information, and find about different perspectives and interpretations. Fluency in reading is crucial to the students' academic performance in their content subjects, as they need to read the lengthy prose in text books related to their majors. Students' inability to read may often lead to their failure in their academic areas. Moreover, ESL learners need to be able to communicate with others through an authentic atmosphere that motivates them to use the language freely with no constraints. Extensive reading (ER) and reading circles (RC) are closely connected. While the former can be defined as reading great amounts of information on a wide range of topics for pleasure and general understanding (Day and Bamford 2002), the latter is to have the same readers sit in groups (circles) to discuss, analyse and answer questions related to the material that was read. This article proposes setting up a reading program that integrates extensive reading (ER) with reading circles (RC) to improve second language fluency.

**Stoeckel, T., Reagan, N., & Hann, F. (2012). Extensive reading quizzes and reading attitudes TESOL Quarterly, 46(1), 187-198.**

654--Extensive reading (ER) has become a common feature of many English as a second or foreign language (ESL/ EFL) programs. There is evidence that reading large amounts of easy, interesting material may improve foreign language skills, most notably in vocabulary, reading rates, and overall proficiency. However, teacher evaluation of extensive reading has often been discouraged by ER experts because of its possible negative effect on students' attitudes toward reading. Little investigation has been done to verify this view, and with a substantial increase of available ER assessment materials as well as teachers using them, a gap has grown between expert opinion and current classroom practice.

**Taguchi, E., Gorsuch, G. J., Takayasu-Maass, M. & Snipp, K., (2012). Assisted repeated reading with an advanced-level Japanese EFL reader: A longitudinal diary study. Reading in a Foreign Language, 24(1),30-55. <https://nflrc.hawaii.edu/rfl/item/252>**

741--Reading fluency has attracted the attention of reading researchers and educators since the early 1970s and has become a priority issue in English as a first language (L1) settings. It has also become a critical issue in English as a second or foreign language (L2) settings because the lack of fluency is considered a major obstacle to developing independent readers with good comprehension skills. Repeated Reading (RR) was originally devised by Samuels (1979) in order to translate Automaticity Theory (LaBerge & Samuels, 1974) into a pedagogical approach for developing English L1 readers' fluency. Extensive research has been conducted to show the positive effects of RR in English L1 settings. A growing number of L2 reading researchers have demonstrated that RR may be a promising approach for building fluency and comprehension in L2 settings. However, while L1 research has demonstrated a robust correlation between improved reading fluency and enhanced comprehension, L2 fluency research has not yet shown such a strong correlation. In addition, most studies on reading fluency in L2 settings have used quantitative approaches and only a few of them have explored the inside of L2 readers' brain, that is, what is actually happening while they engage in RR. The present study attempts to reveal the inner process of L2 reading fluency development through RR for an advanced-level L2 reader who is articulate in describing her metacognitive processes. Using a diary study approach comprising more than 70 RR sessions over the course of 14 weeks, the current study investigated an L2 reader with good comprehension skills engaging in RR. This study was designed to investigate specifically how her reading fluency developed and how her comprehension changed during the course of the treatment. Based on the study findings, some issues are discussed for better RR program implementation.

**Yoshida, K. (2012). Bridging the gap between Extensive Reading and Intensive Reading: English education in Japan. Reading World Congress Proceedings, 1, 90-92**

645--This paper is one of four presentations that made up a colloquium held at the ERF World Congress entitled Bridging the Gap between Extensive Reading and Intensive Reading. The aim of the colloquium was to answer the two fundamental questions: "Why Intensive Reading?" and "Why Extensive Reading?" All the presenters are currently teaching at Kinki University and sharing some experience of teaching, which makes it easier to uniformly assess the different approaches to college students, though, of course, it is not easy to get clear answers to the questions mentioned above. This paper will first compare Intensive Reading with Extensive Reading, followed by a review of the situation of English Education in Japan, concluding with some suggestions for making ER work in this situation. Rough Comparison between IR and ER.

**Yoshida, M., (2012). The interplay of processing task, text type, and proficiency in L2 reading, Reading in a Foreign Language, 24(1),1-29. <https://nflrc.hawaii.edu/rfl/item/251>**

740--This study was an investigation of how particular processing tasks influence L2 reading in relation to text type effects and L2 reading proficiency. Two groups of Japanese university EFL students (N = 103), varying in English reading proficiency, read a narrative passage and an expository passage in one of three task conditions: outlining, answering embedded questions, and reading only. All three groups produced written recalls immediately after reading as well as one week later. The results indicated no significant differences related to task types. However, a main effect for text type effect was shown only on the immediate recall of main ideas: More main ideas were recalled for the narrative text than for the expository text. Text type effects became more prominent in the delayed recalls. The content analysis of prototypical recalls suggested qualitative differences between task types and possible interactions between task types and text types.



**Bryan, S. (2011). Extensive reading, narrow reading and second language learners: implications for libraries. The Australian Library Journal 60(2). 113-122**

572--Extensive Reading is a resource heavy technique used in second language acquisition in which language learners read large amounts of texts for enjoyment, with the expectation that they will improve their vocabulary and fluency as a result of exposure to the written language. Narrow Reading is a similar technique in which the texts have a common element -- such as theme or author -- to expose learners to more textual redundancy. This literature review concludes that the evidence suggests both techniques can be effective and valuable to second language learners and foreign language learners. It is also suggested that librarians should be aware of these techniques in order to ensure that collection policies and advice to patrons can assist learners with creating their own Extensive Reading or Narrow Reading programmes. Libraries should also consider working in co-operation with each other to supply Extensive Reading or Narrow Reading projects to areas where there is a known need for material in a given language.

**Claridge, G. (2011). What makes a good graded reader: Engaging with graded readers in the context of extensive reading in L2. (Unpublished doctoral thesis). Victoria University of Wellington, New Zealand. Retrieved January 04, 2012, from <http://researcharchive.vuw.ac.nz/bitstream/handle/10063/1749/thesis.pdf?sequence=1>**

515--It is widely accepted in the ESOL field that Extensive Reading is good for ESOL learners and there are many studies purporting to show that this is true. As a result, the publication of Graded Readers in English today is a major commercial concern, although David Hill (2008, p. 189), former director of the Edinburgh Project on Extensive Reading, in his most recent study of Graded Readers, comments that they are being produced 'in a hostile climate where extensive reading is little valued, practised or tested.' However, anecdotal evidence from teachers and researchers claims that learners do not read anywhere near the recommended

one Graded Reader a week prescribed by Nation and Wang (1999, p. 355) to provide the necessary amount of comprehensible input for increasing vocabulary. If these claims and Hill's comment are true, there may be a mismatch between the kind of reading material produced for learners of English and the nature and teaching of the texts currently recommended by teachers and librarians. Such a situation would not only be a huge waste in terms of resources; it could also lead to the alienation of generations of English learners from a potentially valuable means of improving and enjoying language learning.

My study investigates this discrepancy by looking at the perceptions of the main stakeholders in Graded Readers, namely the publishers, the judges and academics, the teachers and the learners, to see how they differ and why. As each population is different, the methodologies used in the study are various, making for an approach that can be described as 'bricolage' (Lincoln & Guba, 2000a, p. 164). At the heart of the study are five case studies of learners, set against the backdrop of data gathered from all the stakeholders. As the results indicate that the purpose of the reading appears to govern the perceptions of the individual learner, I found Louise Rosenblatt's (Rosenblatt, 1978) Transactional Theory of Reading Response was an appropriate framework within which to interpret the data.

**Eidswick, J., Rouault, G. & Praver, M. (2011). Judging books by the covers and more:**

**Components of interest in graded readers. *The Language Teacher*, 35(3), 11-19. Available:**

**[http://jalt-publications.org/files/pdf-article/art2\\_13.pdf](http://jalt-publications.org/files/pdf-article/art2_13.pdf)**

530--The present study explored pre- and post-reading perceptions of the motivational variable interest in simplified novels (graded readers) of intermediate level students (N = 89) in an intensive English program at a private university in Japan. The study examined participants' reported overall interest, and lack thereof, in an assigned set of six graded readers. Results confirmed that the selected books represented a wide variety of interest and boredom

components, a finding that underscores the importance of assessing student interests in relation to ESL/EFL classroom activities. The study also found that the pre- and postreading interest differed significantly for some books, and that prior knowledge likely was a contributing factor in some perceptions of interest.

**Grabe, W. (2011). Extensive Reading: Why isnt everyone doing it? Handout from plenary address at the First Extensive Reading World Congress, Kyoto, Japan, 3-6 September 2011. [https://erfoundation.org/bib/bibdocs/Grabe-Extensive Reading talk notes final draft 8-29-11.pdf](https://erfoundation.org/bib/bibdocs/Grabe-Extensive%20Reading%20talk%20notes%20final%20draft%208-29-11.pdf)**

792--\*This is an extract of the major headings from the handout.

How (and Why) Extensive Reading Works

Amount of Reading and Reading Comprehension Improvement

L1 Research that Supports Extensive Reading (a few sources that I like)

L2 Research that Supports Extensive Reading (a few sources that I like)

Further ER Issues in the L1 Research Literature

So why aren't we all focusing on extensive reading in reading courses?

Financial costs and perceptions with extensive reading being a "time" cost

The perception that extensive reading is not important

A lack of awareness of the importance of implicit learning for reading development.

The problem that extensive reading is the key to advanced reading abilities while many L2 curricula are not really designed to produce advanced L2 readers

Problems with research on extensive reading

Problems with implementation of extensive reading

Problem with ways to build more consistent research methodologies for ER studies

Problem with active, consistent teacher support for student motivation and engagement in extensive reading?

Problems with effective teacher development and teacher training

So what can extensive reading teachers do?

**Judge, P. B. (2011). Driven to read: Enthusiastic readers in a Japanese high school's extensive reading program. *Reading in a Foreign Language*, 23, 161-186.**

**<https://nflrc.hawaii.edu/rfl/item/243>**

585--The paper reports on a long-term, multi-case study examining the motivations of avid readers in an extensive reading program at a private Japanese high school. Using an ethnographic approach to case study research, the project explores nine participants--their motivations for reading and what English study means for them. The two and a half year study finds strong similarities between the participants such as a love of literacy and a desire for autonomy. The findings call for greater consideration of non-cognitive factors such as affect and personal attributes in motivation research. This study adds to a growing body of qualitative literature focused on L2 reading motivation.

**Marianne, (2011). Reading books in class: What just to read a book can mean *Reading in a Foreign Language*, 23(1),17-41. <https://nflrc.hawaii.edu/rfl/item/234>**

738--This article presents and analyzes qualitative ethnographic data from research investigating intensive reading in an English Second Language high school class. It focuses on selected teacher-student interactions and considers the effect of these interactions in terms of the processes and products of students' intensive study of a fiction text. The article considers

how the teacher asserted control over physically handling the text, the processes of reading it, and the classroom discourses about the text. Data analysis and discussion unpacks the teacher's claim that what she wanted students to get out of their experience of reading *The Cay* was "just to read a book." This claim, and the teacher-student interactions which followed, is considered against the backdrop of curriculum goals aiming to create sophisticated, critical readers. The article concludes by highlighting several critical pedagogical and intellectual implications arising from aspects of teacher-student interactions and provides direction for future research.

**Nakanishi, T. & Ueda, A., (2011). Extensive reading and the effect of shadowing Reading in a Foreign Language, 23(1),1-16. <https://nflrc.hawaii.edu/rfl/item/233>**

739--The aim of this study is to investigate the effects of extensive reading (ER) and shadowing on performance on reading comprehension tests. This study addressed the following research questions: (a) Can extensive reading improve students' reading comprehension? and (b) can shadowing enhance the effects of extensive reading? The participants in the study were 89 Japanese university students majoring in human science. Based on two experimental groups and two control groups, we examined the relationships and interactions of the two variables (ER and shadowing) over a one-year treatment (two semesters), using ANOVA. Three reading comprehension tests, a pretest, posttest 1 (after the first semester), and posttest 2 (after the one-year treatment), were administered. The results indicated that there was no statistically significant difference among groups, but a significant difference was found between the three test scores. Results are also considered in terms of an increased understanding of shadowing, and implications for curricula and classroom applications are discussed.

**Pishghadam, R., & Zabihi, R. (2011). Parental education and social and cultural capital in**

**academic achievement. *International Journal of English Linguistics*, 1(2), 50.**

**[https://www.researchgate.net/publication/265262348\\_Parental\\_Education\\_and\\_Social\\_and\\_Cultural\\_Capital\\_in\\_Academic\\_Achievement](https://www.researchgate.net/publication/265262348_Parental_Education_and_Social_and_Cultural_Capital_in_Academic_Achievement)**

764--The relationship between social and cultural capital and academic achievement was explored in this study by administering the Social and Cultural Capital Questionnaire (SCCQ) to 320 undergraduate students majoring in English language, and correlating the respective subscales with the learners' university GPA. All five factors of SCCQ were found to be correlated significantly with the learners' GPA. Moreover, having conducted the regression analysis, the researchers found out that literacy and cultural competence were predictive of higher GPA. The researchers then entered parents' educational levels into the regression model. The results of this analysis indicated that, together with literacy, mother's educational level predicted 23% of the variances in learners' GPA. However, father's educational level was not a good predictor of academic achievement. The implications of the results were discussed within a foreign language context and suggestions were made for future research.

**Vidal, K. (2011). A comparison of the effects of reading and listening on incidental vocabulary acquisition. *Language Learning*, 61, 219**

589--This article compares the effects of listening and reading on the incidental acquisition and retention of vocabulary. Two hundred thirty students participated in the study: They either (a) read three academic texts, (b) watched three lectures, or (c) received no input at all and just completed the vocabulary measures. This study also assessed and compared the relationship between acquisition through each of these presentation modes and the following factors: frequency of occurrence, type of word, type of elaboration, and predictability from word form and parts. The reading subjects made greater vocabulary gains than the listening subjects for all four levels of proficiency analyzed. Inspection of pairwise comparisons seemed to indicate that the difference in gains between the reading and listening conditions decreased as the

students' proficiency increased. Similar trends emerged for retention. Reading also resulted in greater retention 1 month after the input, except for the highest proficiency students. For this group, no significant difference was found between the listening and reading delayed posttest scores. The relationship among each of the four factors was analyzed and vocabulary acquisition was also found to vary across input modes.

**Grabe, W. (2010). Fluency in readingâ€”Thirty-five years later Reading in a Foreign Language, 22(1) pp. 71-83. <https://nflrc.hawaii.edu/rfl/item/209>**

731--Paul Nation's talents and interests extend well beyond vocabulary to include research on speaking, writing, classroom learning and teaching, reading, and fluency. In keeping with Nation's interests in fluency, extensive reading, and reading instruction, I outline current perspectives on reading fluency and its role as a key component of reading comprehension abilities. This discussion will include the rapidly increasing importance being given to reading fluency, extensive reading, and reading speed training in English as a first language (L1) contexts in the past decade. While this extraordinary growth in fluency research in English L1 contexts might not be well known to many second language (L2) practitioners, it offers many implications for L2 reading research and instruction (and Nation is one of very few L2 researchers to have been out ahead of this curve). The article will also address reasons why fluency research studies often do not demonstrate extraordinary gains in reading comprehension outcomes, pointing to the incremental nature of both fluency and reading comprehension development. Finally, the article will connect messages consistently advocated for by Nation over the past 35 years with current views on reading fluency.

**Takase, A., Uozumi, K (2011). What motivates teachers to continue Extensive Reading programs in class. Extensive Reading in Japan [ERJ], 4(1), 2-6.**

**[http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_4.1.pdf](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_4.1.pdf)**

Through the results of the survey questionnaire, two tendencies in differences became evident between the respondents who had continued ER programs in class for two or more years and those who had practiced ER for less than two years. One is that, understanding the importance of knowing each student well as well as communicating with students, more practitioners from the experienced group used ER as an in-class activity and observed students' reading behavior and progress during the time for SSR. They were also motivated to continue the programs by the students' eagerness toward reading and their progress in reading proficiency. They continued their ER programs because the students were positive about ER. On the contrary, even though highly valuing the mutual trust between teachers and students, the teachers who had practiced ER for less than two years had not yet fully appreciated the effectiveness of ER that could be brought in by SSR.

The other tendency is that the respondents who had two or more years of ER practice were convinced of the effectiveness of ER through students' progress in proficiency as well as their own experiences of ER as learners and their precedent reading before implementation of ER programs. They prepared for the programs by reading books themselves in advance and also became aware of its effects on their own proficiency. On the other hand, teachers with less experience of ER practice have not yet fully enjoyed its effectiveness. Sixty percent of the less experienced practitioners have noticed that their students enjoyed reading, yet only one-third of them found the improvement in their students' English proficiency and gain of their self-confidence. It is also noticeable that only a small number of teachers from the inexperienced group have enjoyed the benefits which were brought on themselves by ER.



In conclusion, through the findings particularly on the respondents' reading experiences and teaching practice, it was found that teachers' assurance of the effectiveness of ER is the strongest motivating factor for practitioners to continue ER. For a successful ER program, thorough preparation is needed, which includes not only creating the reading environment by providing plenty of books or securing time for reading in class, but teachers' own practice of reading. Without teachers' knowledge of books and strong belief in the effectiveness of ER, it would be impossible to motivate students to read a lot and enjoy ER. In addition, teachers' experience of ER instruction makes a difference to some extent. Three tips are listed as important keys to successful ER programs: SSS, SSR and SST (Short Subsequent Tasks; Takase, 2010). It may be added as a fourth key that teachers should read a great deal and be convinced themselves of the effectiveness of ER.

**Han, J. (2010). Extensive Reading Conjoined with Writing Activities as an Effective Component of English as a Second/Foreign Language. Unpublished MA thesis, University of Wisconsin-River Falls. Retrieved November 23, 2011, from <http://minds.wisconsin.edu/handle/1793/39198>**

505--In this paper, I will try to show how ER in a second and foreign language has become a useful and motivating way of language teaching. I will first argue that reading as a L2/FL and ER are effective ways of fluent reading. In the second part, I will briefly define ER and explain the theoretical frame of ER, major characteristics of ER, and benefits of ER. Third, I will point out the connection between ER and writing activities, which is very helpful for language learners to improve their language proficiency. Finally, I will discuss effective ways of instruction which combining ER and writing program in South Korea.

**Horst, M. (2010). How well does teacher talk support incidental vocabulary acquisition?**

**Reading in a Foreign Language, 22(1),161-180. <https://nflrc.hawaii.edu/rfl/item/214>**

732--2010 Opportunities for incidental vocabulary acquisition were explored in a 121,000-word corpus of teacher talk addressed to advanced adult learners of English as a second language (ESL) in a communicatively-oriented conversation class. In contrast to previous studies that relied on short excerpts, the corpus contained all of the teacher speech the learners were exposed to during a 9-week session. Lexical frequency profiling indicated that with knowledge of 4,000 frequent words, learners would be able to understand 98% of the tokens in the input. The speech contained hundreds of words likely to have been unfamiliar to the learners, but far fewer were recycled the numbers of times research shows are needed for lasting retention. The study concludes that attending to teacher speech is an inefficient method for acquiring knowledge of the many frequent words learners need to know, especially since many words used frequently in writing are unlikely to be encountered at all.

**Byun, J-H. (2010). Korean EFL teachers' perspectives about their participation in an extensive reading program. (Unpublished doctoral dissertation). University of Texas, Austin.**

**Retrieved January 5, 2013, from**

**<http://repositories.lib.utexas.edu/bitstream/handle/2152/ETD-UT-2010-08-1634/BYUN-DISSER-TATION.pdf?sequence=1>**

520--The purpose of this research was to explore the overall perceptions of EFL teachers toward the extensive reading approach as they experienced the approach first hand. More particularly, EFL teachers' perspectives on the applicability issues of extensive reading for secondary level curriculum in Korea were captured. Also, their personal experience with the approach, including the effect of extensive reading on their foreign language anxiety, was investigated. A total of fourteen teachers in a professional development program participated in the study. They were situated in a print-affluent classroom replete with approximately 1000

books including graded readers, young adult books, some magazines, best sellers and steady seller books. In the reading program, the teachers experienced sustained silent reading, and participated in classroom discussion and activities related to extensive reading. Also, these teachers were strongly encouraged to do outside reading. Data were collected from multiple sources to enhance the credibility of the study, that is, classroom observation including field notes and audio recordings, learner diaries, and interviews. Three surveys were also administered--the Foreign Language Reading Anxiety Scale, The Teacher Foreign Language Anxiety Scale, and the Affective Questionnaire to Extensive Reading. The findings from the study showed that although the teachers were somewhat resistant to the idea of reading English-language books extensively prior to their participation, they became proponents of the approach once they had the experience of pleasure reading. They also expressed a fondness for graded readers and literature for young adults because of the simplified language and appealing themes that characterize such reading materials, and were willing to introduce them to students in secondary schools. Teachers also recognized the linguistic benefits of extensive reading including vocabulary expansion, positive reading attitude, and a sense of accomplishment from reading extensively. In terms of the applicability issue, however, the participating teachers recommended introducing the approach gradually rather than implementing it immediately, mainly because of the test-emphasized classroom culture of the secondary level curriculum in Korea. In a similar vein, teachers also addressed problematic factors that would be considered an obstacle to bringing the approach to the secondary curriculum. Those obstacles were problems related to curriculum and evaluation, motivating reluctant and struggling students, and teachers' conflicted role in the extensive reading class. Therefore, as mentioned earlier, they proposed a gradual approach and the use of extra-curricular activities was mentioned as a possible first step to take. Regarding the effect of extensive reading on foreign language anxiety, the data from the scale and from interviews indicated that participating teachers were not highly anxious even prior to the program.

**Karlin, O., & Romanko, R. (2010). Examining multiple variables within a single ER setting. The Reading Matrix, 10, 181**

586--This study examined the gains in student affect, vocabulary, and reading fluency for 110 university students in an extensive reading program in Japan. It was important to measure all of these dimensions within a single study and teaching methodology, so gains could be appropriately compared against each other. The adopted teaching methodology was a communicative one which stressed a number of in-class activities with out-of-class reading, with reading speed, vocabulary, and comprehension measured over the course of a semester, and paired sample t-tests were conducted using pre- and post-test scores on six variables. Students were also clustered in higher-level and lower-level groups to determine if they differed in their learning rates. Results indicated that affect increased substantially, while fluency increased minimally, and vocabulary did not increase at all. Paired sample t-tests indicated that the lower-level students gained more in terms of fluency than the higher level students.

**Kong, F. (2010). On the effectiveness of applying English poetry to extensive reading teaching. Journal of Language Teaching and Research, 1(6), 918-921.**

507--English poetry plays an important role in fulfilling the goals of extensive reading teaching, but English poetry teaching is less than satisfactory in extensive reading teaching due to learners' attitude and traditional teaching methods and so on. Therefore, this thesis makes a study of the effectiveness of applying English poetry to extensive reading teaching from two aspects: the characteristics of English poetry and the functions of English poetry in extensive reading teaching. And in the end, this thesis puts forward some suggestions for how the teacher appropriately makes use of English poetry in extensive reading teaching.

**Eidswick, J., Prayer, M., Rouault, G. (2010) Anticipated Interest and Graded Readers**

[http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_3.32.pdf](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_3.32.pdf)

686--\*Introduction

It is widely agreed that extensive reading (ER) using graded readers is an excellent way to improve English, reading skills, and student motivation. What is seldom if ever taken into account is whether students' perceptions of how interesting or boring a book is plays a role in students' attitudes toward ER and activities related to it (see Eidswick, Rouault, & Praver, 2010). In the field of educational psychology, interest has been established as having a strong influence on learning (for a review, see Hidi, 2001). Interest is commonly divided into individual interest and situational interest. Situational interest is considered to be a short-lived, emotional state aroused in most individuals by features of a situation, an activity or a text. Characteristics that have been found to arouse situational interest include textual coherence and comprehensibility, and qualities evoking emotiveness. For example, a reader might become immediately interested in a book whose cover sparks anticipation of excitement, mystery, or romance. Individual interest is considered to be a stable and enduring inclination to engage with activities or objects. Accompanying the development of individual interest is accumulated knowledge about these activities or objects and a sense that they are personally valuable to the interested person. For example, a reader who has long been a fan of a certain author will likely be interested in reading a new book by that author. Hidi and Renninger (2006) have developed a four-phase model of interest development wherein situational interest, when provided with social support, can develop into increasingly committed levels of individual interest. Although interest has been well-established as having a strong influence on learning, very little interest research has been conducted with second language (L2) learners. To address this gap in L2 classroom practice and research, students in our ER program have been participating in several projects related to interest and its relationship with reading and learning. The purpose of this paper is to provide an overview of our efforts at establishing an

ER program for our intermediate students, and to provide some preliminary findings on student perceptions of interest in the books they used. It is hoped that from this short paper teachers looking to introduce ER might find practical direction in locating materials that are suitable to student interests.

### Conclusion/Summary

This article reported some preliminary results of a group of studies investigating interest and ER using graded readers. Findings showed that selected graded readers evoked a wide range of interest levels, and that students associated perceived interest with components of interest similar to those found in L1 interest studies. Results also suggested that the relationship between prior knowledge and interest might in some cases be connected with ease of understanding, but that prior knowledge also was sometimes identified as a reason for lack of interest. More research is needed to understand how interest is perceived and experienced by L2 readers, and how perceptions of interest interact with prior knowledge and ease of comprehension.

**Lin, L-F. (2010). Senior high school students' reading comprehension of graded readers. Journal of Language Teaching and Research, 1(1), 20-28**

503--This study investigates senior high school students' reading comprehension of graded readers outside of the classroom. Seventy-eight participants were assigned to read three graded readers written respectively from 600-word, 1200-word, and 1700-word wordlists and labeled as Level 2 (L2), Level 3 (L3), and Level 4 (L4). All participants completed post-reading comprehension tests, follow-up reading tests, and post-reading questionnaires. T-test results showed that first, females' reading comprehension ability had grown significantly. Second, there were no significant differences between males and females' comprehension of L2 and L3 readers, but females achieved significantly higher scores than males in L4 graded reader.

Third, females significantly used more strategies than their counterparts to understand L4 graded reader. Finally, the interpretation of females' adding and reducing the strategies to comprehend difficult text were provided. Instructional suggestions for senior high school students' outside reading were presented.

**Macalister, J. (2010). Investigating teacher attitudes to extensive reading practices in higher education: Why isn't everyone doing it? RELC Journal, 41(1), 59-75.**

**<https://doi.org/10.1177/0033688210362609>**

826--This paper reports on interviews conducted with 36 teachers involved in university preparation courses at language teaching centres in New Zealand. The interviews were designed to investigate teacher attitudes to extensive reading in higher educational contexts, and current practice in such contexts. While teachers expressed positive beliefs about the language learning benefits of extensive reading, these beliefs did not generally result in the inclusion of extensive reading in the classroom programme. This may reflect the realities of the wider educational context. If extensive reading is to be more widespread in higher educational contexts, it needs to be promoted through teacher education, new research, changes in course design, raising awareness among administrators and managers, and improved resource provision.

**Matsuoka, W. & Hirsh, D. (2010). Vocabulary learning through reading: Does an ELT course book provide good opportunities? Reading in a Foreign Language, 22(2),56-70.**

**<https://nflrc.hawaii.edu/rfl/item/208>**

730--This study investigates the vocabulary learning opportunities in an ELT course book designed for upper-intermediate learners. All the words appearing in the 12 chapters of the text were analyzed. The results suggest that the text would provide opportunities to deepen knowledge of the second 1,000 most frequent words in English, and would provide a context

for pre-teaching of academic words met in the text for learners on an academic pathway. The results also suggest that the text would provide minimal opportunities for learners to develop vocabulary knowledge beyond high frequency and academic words. The findings suggest a need to supplement use of such texts with an extensive reading program and other forms of language rich input to promote vocabulary development.

**Nishizawa, H., Yoshioka, T., & Fukada, M. (2010). The impact of a 4-year extensive reading program. In A. M. Stoke (Ed.), JALT2009 Conference Proceedings. Tokyo: JALT.**

501--This study reports the impact of a long-term extensive reading (ER) program on reluctant EFL learners. The ER program consisted of sustained silent reading (SSR) classes, 45 minutes a week, for 120 weeks over 4 consecutive academic years. Thirty-seven students, ranging in age from 20 to 22 years old, finished the program. A comparison between three groups of students in the ER program showed a strong correlation between their TOEIC scores and the amount of reading. The most critical factor for success was reading at least 300,000 words, which was found to be the enabling threshold for the subjects to feel at ease while reading English texts. To ensure the students were reading this amount, the program needed scheduled reading time and easy English texts, especially in the first year. The readability levels of the English texts for our students were far easier than the ones recommended by the Edinburgh Project on Extensive Reading.

**Poulshock, J. (2010). Extensive graded reading in the liberal arts and sciences. Reading in a Foreign Language, 22(2), 304-322.**

506--For this research, learners did extensive graded reading (EGR) with traditional graded readers, and they also interacted with short graded stories in the liberal arts and sciences (LAS). This study describes the purpose and format of the LAS stories used by hundreds of university students and adult learners in Japan. It summarizes the results of two semester-long



pilot projects done with 10 students in 2008 and 24 students in 2009, and it compares how both these groups perceived their experiences of doing EGR with traditional graded readers in combination with graded stories in the liberal arts and sciences. Lastly, this study examines how students learned vocabulary from the LAS stories that they used. The results support the idea that learners enjoy, are motivated by, and can gain vocabulary knowledge through using short graded stories in the liberal arts and sciences.

**Renner, E-M. (2010). Extensive reading in the lower grades. University of Vienna, Thesis.**

**<http://othes.univie.ac.at/10133/>**

687--Reading is a crucial part of every foreign language classroom and usually students are taught various reading techniques and strategies. But these strategies are usually part of what is called intensive reading and serve mainly the purpose of analysing texts according to linguistic, structural or content features. Unfortunately the pleasure and fun reading can produce are hardly ever encouraged in the classroom and in the course of time reading becomes for the students just a means to an end, part of the course, something they have to do no matter if they want to or not. Extensive reading is an approach that tries to work against this development by reducing reading to what it is. Reading for the sake of reading is the slogan of this approach. The students are told how much they are supposed to read in a given time frame, but they are free to choose what they want to read, when exactly and where. This is not only meant to encourage the pleasure of reading but also to strengthen the students' linguistic competences. Especially reading fluency is encouraged by this approach. This thesis presents the concept of Extensive Reading and shows how it can, on a didactic basis, be integrated in the Austrian Curriculum for second language learning in the lower grades. Furthermore the benefits such an approach can have on the various levels of second language learning are introduced. The main focus is on the development of reading fluency in such an Extensive Reading Program. The following field study serves the purpose of pointing out the

positive effects Extensive Reading can have by comparing a test group to a control group. The conclusion drawn in this field study is that Extensive Reading can encourage reading fluency already at an early stage of second or foreign language acquisition. Due to the benefits and the flexibility of Extensive Reading I would argue that this approach should be part of every language classroom and spread more widely among language teachers.

**Rosszell, R. (2010). Class Readers: The Learner's Perspective, Extensive Reading in Japan [ERJ], 3(2), 25-53.**

**[http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj\\_issue\\_3.2.pdf](http://hosted.jalt.org/er/sites/jalt.org.er/files/ERJ/erj_issue_3.2.pdf)**

685--Although much has been written about the benefits of Extensive Reading (ER), claims about its effectiveness are often ideologically motivated and the voices of the learners themselves are often strangely absent. In addition, while the focus in discussions of ER is generally on learners reading self-selected titles, alternative, more integrated approaches involving the use of group and class readers are also possible. The following questionnaire-based study was conducted as one component of a larger study on the implementation of an integrated graded reader course that involved the reading of class as well as self-selected readers, and was designed to shed light on learner perceptions of the effectiveness of the various components of the course in helping them to develop their English language skills. A 55-item questionnaire requiring participants to rate items on a five-point Likert scale and to provide written answers was administered to 40 EFL students at a private Japanese university at the end of a semester-long course. The evaluation of the course was largely positive, although because the less proficient learners' ratings were half a point lower on average than those of the more proficient learners, such a shortcoming needs to be addressed in the design of future integrated ER-based courses.

**Saleem, B. A. A. (2010). Impact of extensive reading on literacy perceptions and on EFL**

**writing quality of English major students at the Islamic University of Gaza. MA Thesis. The Islamic University, 2010. Retrieved April 5, 2011 from <http://library.iugaza.edu.ps/Thesis/90263.pdf>**

509--This study explores the impact of extensive reading (ER) in English language on students' perceptions of literacy activities in terms of their preferences for these activities, expectations of their abilities, and their experiences in writing. This present study also examines and analyzes the influence of ER on writing quality in terms of content knowledge, critical thinking, and language use. The study employed a quantitative and qualitative research design, embracing, to some extent, a program evaluation. For conducting this study, the researcher taught a college writing course- Writing 2-during the second semester, in the Islamic University (IUG), 2008. Two groups, control and experimental, of 83 participants were involved in the study. The experimental group included 44 participants; the control group consisted of 39 participants. ER was utilized and implemented as a supplementary technique for teaching the essay writing course. The data were obtained from a pre and post treatment questionnaire to investigate their literacy perceptions and pre and post treatment essay writing tests to evaluate their writing. Descriptive analytical approach was used for analyzing the data in the light of the constructivist theory in the scholarly literature. The findings revealed that the teaching program was successful in many ways. First of all, the students' distorted perceptions were positively changed into the right track to be good ground for literacy behavior. [The control group also made significant gains in perception of reading and writing activities, but the experimental group under the extensive reading condition made significantly larger gains]\* Most importantly, the students' writing skills in English improved in that they achieved enhanced control of the several types of target genres, especially the argumentative genre. They started to employ their writing schemata and to exploit different aspects of qualified writing under the influence of ER as a supplementary approach. More significantly, they wrote at greater length, with clear organized structure and improved use of content knowledge and various linguistic resources to

enrich their writing. The improved use of evidence, information, and negotiating of meaning in support of their arguments also indicated their development in critical thinking. [The ER group outperformed the control group on all the above measures]\*.

**Smith, K. (2010). Integrating one hour of in-school weekly SSR: Effects on proficiency and spelling. International Journal of Foreign Language Teaching, 7(1), 1-7. Retrieved September 9, 2012, from**

**[http://www.tprstories.com/ijflt/articles-winter-2011/Smith\\_SSRSpelling\\_IJFLT\\_11-11.pdf](http://www.tprstories.com/ijflt/articles-winter-2011/Smith_SSRSpelling_IJFLT_11-11.pdf)**

517--This study reports on the results found when one hour of weekly in-class sustained silent reading replaced one hour of instruction within a five hour per week English Reading and Writing course at a college in southern Taiwan. Two separate groups of 15-16 year old 2nd year junior college students from Taiwan were part of this two semester, thirty-six week English language study. The control group (N = 51) was taught given a prescribed five-hour per week syllabus of intensive reading and paragraph writing instruction. The experimental group (N = 45) followed the same syllabus with the exception that one hour per week was substituted with in-class sustained silent reading. Both groups were given pre-mid-post cloze as well as pre-mid-post spelling tests. Results indicate that while both the control group (NO SSR) and experimental group (Integrated SSR) made gains in overall proficiency as measured through cloze, as well as improvements in spelling, the Integrated SSR group clearly and significantly made greater gains. By replacing one element of intensive instruction with sustained silent reading, students did not lose ground as some may fear, but in fact out gained their counterparts.

**Sonbul, S., & Schmitt, N. (2010). Direct teaching of vocabulary after reading: Is it worth the effort? ELT Journal, 64, 253-260.**

500--This experimental study evaluated the effectiveness of direct teaching of new vocabulary

items in reading passages. The study compared vocabulary learning under a reading only condition (incidental learning) to learning that is aided by direct communication of word meanings (explicit learning). Three levels of vocabulary knowledge (form recall, meaning recall, and meaning recognition) were assessed using three tests (completion, L1 translation, and multiple choice, respectively). Incidental learning plus explicit instruction was found to be more effective than incidental learning alone for all three levels. The results also showed that direct instruction is especially effective in facilitating the deepest level of knowledge, i.e. form recall. These findings demonstrate the value of the time and effort spent on direct teaching of lexical items in EFL reading classes.

**Taylor, A., (2010). Glossing is sometimes a distraction: Comments on Cheng and Good (2009) Reading in a Foreign Language, 22(2),353-354. <https://nflrc.hawaii.edu/rfl/item/229>**

737--\*[Conclusion] In conclusion, it would seem that there may be a competency level at which reading comprehension is actually hindered by glosses. Even adjusting for text level, it seems that the Cheng and Good (2009) study helps us further understand the importance of text selection, since their study actually attempted to control for the variables of learner and text levels. Future studies should attempt to identify a L2 reading threshold at which glosses may become a hindrance to comprehension. Studies have attempted to identify the reading threshold at which L1 strategies and abilities can be transferred to the L2 (e.g., Laufer, 1996), and perhaps similar measurements can be applied to the glossing studies in the future.

**Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. Language Teaching Research 13(4), 383**

516--Many studies have shown that reading can have a beneficial effect on second language learning, but relatively few of these have focused on extensive reading in classroom

environments over a period of time. This study compares an extensive reading class against a more traditional class involving intensive reading and vocabulary exercises. The classes were part of a Saudi college preessional course, and this classroom setting posed several problems for the extensive reading approach, including relatively weak students, an environment where pleasure reading is atypical, and the course being of short duration. The result is that the reported extensive reading class was carried out in what could be considered challenging conditions. Nevertheless, gain scores in reading comprehension ability, reading speed, and vocabulary acquisition showed that the extensive reading approach was just as effective as the intensive approach, even though some of the measurement instruments for these variables should have favored the intensive approach. Moreover, the extensive reading participants reported much more positive attitudes toward reading, their class, and their learning than the participants in the intensive reading group. Overall, these results indicate that, for the variables studied, the extensive reading approach was as good as, or better than, the more focused intensive reading

**Aleksandrowicz-PÄ™dich, L. (2009). What to read in extensive reading programmes: Teachers' choices and recommendations in view of the concept of the literary canon. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 143-156). Munich, Germany: Lincom.**

474--\*This chapter focuses on the notion of the literary canon and its relevance for teachers' recommendations in their choice of materials for extensive reading programmes. Despite the theoretical discussion of types of reading materials, in which the author refers to both simplified texts and genuine literature, the concept of the literary canon and the teacher's role as a gatekeeper prevails. In addition, she presents the results of a survey conducted among secondary school students regarding their reading preferences. The results of both the theoretical discussion and the survey indicate the significance of narrative structures for

success in reading programmes. The popularity of the genre of fantasy is made clear, while the literary canon remains a major resource for those texts to be included in extensive reading programmes.

**Allan, R. (2009). Can a graded reader corpus provide 'authentic' input? *ELT Journal*, 63(1), 23-32.**

465--In addition to their intended purpose, graded reader texts can be made into a corpus appropriate for use with lower-level learners. Here I consider using such a corpus for data-driven learning (DDL), to make this approach more accessible to intermediate level students. However, how far does grading the corpus in this way compromise the authenticity of the language learners are exposed to? The simplified nature of such corpora may limit learners' exposure to lexical chunks, which are fundamental to the acquisition of natural and fluent language. This paper compares lexical chunks in graded corpora and the British National Corpus, examining frequency, type, and composition, to evaluate the 'authenticity' of graded input. Despite some differences, it is argued that the scale and type of lexical chunks are sufficient to provide input that reflects authentic language, suggesting that graded readers may offer an acceptable balance of accessibility and authenticity.

**Ariyanto, S. (2009). Encouraging extensive reading to improve academic literacy in the EFL class. In A. Cirocki (Ed.), *Extensive reading in English language teaching* (pp. 295-309).**

**Munich, Germany: Lincom.**

483--\*The author of this chapter sees the need to introduce ER programmes to FL/SL education to improve academic literacy in the target language. However, as he observes, this attempt seems to be problematic due to a lack of written English exposure (e.g. English

medium resources). As he further notes, the tradition of ER ever developed by autonomous learners in EFL contexts is not any longer popular -- it has gradually become lost since EFL learners are given many alternatives for their target language (TL) exposure through sophisticated technology (i.e. online videos). On the other hand, he affirms the tradition can be regained if EFL/ESL teachers attempt to improve academic literacy by encouraging ER. In doing so, ER should be integrated into in-class intensive reading activities and be implemented in self-access learning (SAL) centres.

**Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals*, 42(2), 340-366.**

439--

The following article reports the findings of a qualitative evaluation of an online extensive reading program in German as a foreign language. Designed for advanced learners, it differs from traditional extensive reading programs in two important aspects: students read online instead of printed materials, and there was no teacher preselection to ensure that learners were reading at the i minus 1 level. Data from reflections and questionnaires indicate that learners experienced a variety of affective and linguistic benefits. Interestingly, some learners purposely sought out more difficult texts to challenge themselves. While this violates a key principle of extensive reading, it is indicative of learners' growing motivation and self-confidence. There is also evidence that they developed into skilled second language



readers, making conscious decisions about reading strategy and dictionary use.

**Bochner, J. H. & Bochner, A. M., (2009). A limitation on reading as a source of linguistic input: Evidence from deaf learners Reading in a Foreign Language, 21(2), 143-158.**

**<https://nflrc.hawaii.edu/rfl/item/197>**

755--This paper identifies a general limitation on printed text as a source of input for language acquisition. The paper contends that printed material can only serve as a source of linguistic input to the extent that the learner is able to make use of phonological information in reading. Focusing on evidence from the acquisition of spoken language and literacy skills in deaf individuals, the paper explains why print is not an adequate source of input for language acquisition in learners with limited phonological knowledge of a spoken language.

**Brown, D. (2009). Why and how textbooks should encourage extensive reading. ELT Journal, 63(3), 238-245.**

462--Extensive reading is believed to have considerable benefits for learners both in terms of learning gains and motivation and seems to be becoming even more popular in the ELT world. So far, however, there seems to be almost no integration of extensive reading and textbooks. This article argues that textbooks should be encouraging extensive reading, since this will confer further legitimacy on extensive reading and may ease many of the practical difficulties that adopters of extensive reading face. The article then shows how textbooks could encourage extensive reading: directly, by including material involving extensive reading; and indirectly, by approaching textbook reading activities in ways more in tune with extensive reading. A number of proposals for each of these approaches are discussed.

<http://dx.doi.org/10.1093/elt/ccn041>

**Cheng, Y.-H. & Good, R. L., (2009). L1 glosses: Effects on EFL learners' reading**

**comprehension and vocabulary retention. *Reading in a Foreign Language*, 21(2),119-142.**

**<https://nflrc.hawaii.edu/rfl/item/196>**

757--The present study examines the effects of 3 kinds of glosses—first-language (L1) Chinese glosses plus second-language (L2) English example sentences, L1 in-text glosses, and L1 marginal glosses—in comparison with a no-gloss condition in reading an English passage, to explore whether providing glosses can facilitate reading comprehension and vocabulary acquisition. A total of 135 undergraduate business and engineering students at 4 English proficiency levels studying at a technical university in Taiwan completed 1 vocabulary pretest, 1 reading session, 1 posttest, and 2 delayed vocabulary recall tests. The study found that L1 glosses helped subjects learn new words and review learned words. Learners' retention declined between the immediate and the 1st delayed recall tests. However, between the 1st and 2nd delayed recall tests, a slight increase in retention was observed for all groups. Unexpectedly, reading comprehension did not improve significantly. Additionally, a questionnaire queried learners' experience using glosses during reading.

**Chiang, I.-C. N (2009). *Can children and parents read happily ever after?: an investigation of extensive reading in Taiwan (Doctoral dissertation, Newcastle University)*.**

**<https://theses.ncl.ac.uk/jspui/bitstream/10443/903/2/Chiang09v2.pdf>**

763--This study aims to explore the effect of extra-curricular English input for primary school learners in Taiwan, where English is spoken as a foreign language. Like many other countries, e. g. Japan, Korea and Mainland China, Taiwan started its primary English programme in the past ten years to improve English proficiency through an early start, yet there are reports of low achievement, slow progress and low parental satisfaction. A base-line and a pilot study showed that English learning in Taiwan is generally confined to the classroom and learners rarely receive input outside of school, apart from attending private language schools, which focus on cramming for exams. The main study considered extra-curricular input to increase the

amount of exposure to English, which would be natural, enjoyable and accessible to children. This pointed to the use of English storybooks. The pilot study showed that young beginners need scaffolding in their learning, so the project involved parents to support reading with their children at home. Participants were sixty-three Taiwanese primary school pupils and their parents from three classes in one state school, with three subgroups: a family reading group, an independent reading group and a control group. The study period was one academic semester. Apart from the control group, pupils in the family reading group and the independent reading group were directed to read with or without their parents at home. The method of investigation used for this study was qualitative in the form of questionnaires, proficiency tests, reading records, interviews and audio recordings of family reading from that subgroup, and quantitative in the form of tasks designed to measure improvement in the learners' proficiency in terms of vocabulary and morpho-syntax. The results showed that learners who read more slightly outperformed the non-readers in terms of morpho-syntax. The audio recordings showing interaction of the parents and children during reading demonstrated that further help is necessary for such an idea to work in practice. This study also reveals the difficulty of arranging a time for home reading between the parents and children and, in addition, points to the insufficient exposure to English for these Taiwanese young learners in their daily lives, which will continue to contribute to their slow progress, despite their age advantage.

**Cirocki, A. (2009). The place and role of literary texts in language education: A historical overview. In A. Girocki (Ed.), Extensive reading in English language teaching (pp. 157-170). Munich, Germany: Lincom.**

475--\*The author advocates ER programmes based on literary texts, which are said to store instances of language resources being applied to the full, and where FL learners/readers assume active interactional roles to be able to decode and deal with this language.

Accordingly, this chapter aims to examine the role and place of literature in the language

classroom in different historical contexts, including Ancient Times, the Middle Ages, the Renaissance, the Eighteenth century, the Nineteenth century, and, last but not least, the Twentieth century. In his considerations, the author endeavours to present a historical context for modern foreign or second language teaching perspectives, which pave a way to a fresh approach to literature in the foreign language classroom -- in which there is no need to separate literature from the instruction of everyday language since it does constitute a part of other language systems, being represented by tales, short stories or novels.

**Cirocki, A. (2009). Implementing the ER approach to literature in the EFL secondary school classroom: An action research study. In A. Girocki (Ed.), Extensive reading in English language teaching (pp. 521-545). Munich, Germany: Lincom.**

495--\*This study concerns the investigation of the usefulness of implementing the extensive reading approach to literature in a secondary school context, the outcomes of which have been mainly recorded by means of an introspective method represented by FL learners' and the teacher-researcher's diaries. However, to give a range of perspectives to the studied phenomenon, the researcher did not hesitate to apply multiple research techniques and diverse sources of data. By gathering data through a variety of means, the researcher, undertaking a qualitative research, was able to attend to various concerns with the varied quantitative data collection methods, making the research findings more robust.

**David, M. K. (2009). Moving beyond schema: Selecting texts for EFL readers. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 171-178). Munich, Germany: Lincom.**

476--\*This chapter affirms that interactive theories of reading, which strongly influence teaching practice and draw heavily on schema theory, place great importance on the role of readers and the knowledge they bring to bear on the text in the reading process. As the author further highlights, findings such as these emphasize the importance of choosing reading texts which are aligned to known schema, so as to facilitate decoding. However, while useful, as she points out, such findings present reading teachers with a paradox, because if cultural unknowns are a sure source of misunderstanding in the reading classroom, then it can be argued that only texts that deal with known aspects of culture should be used in that classroom. This, on the other hand, would prevent learners from learning about the unknown. Therefore, using Paulo Coelho's *Alchemist* (1993), she attempts to demonstrate that despite

the students' lack of schema regarding the content, the use of a pre-reading activity can help to facilitate their decoding of the text.

**David, M. K. & Dumanig, D. (2009). Learning about cross-cultural encounters: Authentic texts in extensive reading (ER) programmes at university level. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 483-501). Munich, Germany: Lincom.**

494--\*This chapter explains the importance of reading novels and other literary texts as vehicles in learning other cultures. The authors examine various cultural patterns of the interactions of the characters in Malaysian and Philippine English novels written by local writers. These literary texts, as they highlight, provide an overview of Malaysian and Philippine cultures in a number of speech acts, which are further thoroughly discussed. The authors conclude that such exposure to various discourse norms can lead to a more successful communication.

**de Morgado, N. F. (2009). Extensive reading: Students' performance and perception. The Reading Matrix, 9(1), 31-43.**

463--Reading is thought to be a crucial skill in the EFL learning process, and Extensive Reading a very useful strategy. However, very few teachers implement it on a regular basis. The process of introducing Extensive Reading (ER) is considered far too expensive, complicated, and time-consuming. One way to encourage its use would be to more deeply understand the multiple factors influencing its successful implementation. This paper considers two of these factors, one related to effectiveness and the other to attitude. On the one hand, it examines Extensive Reading's influence on the student's reading comprehension performance. On the other, it explores the student's perception of this particular strategy. The study uses quantitative as well as qualitative data from students in the first year of a scientific reading course in a Venezuelan university. Findings suggest that reading comprehension performance was essentially the same with or without an Extensive Reading Program. Nonetheless, the program did seem to positively impact participating students. The ER Group did significantly better in the post-test than in the pre-test. Furthermore, the students' perception of Extensive Reading was very positive. Besides being enjoyable, they felt it helped them build vocabulary, reading comprehension, reading skills and confidence.

**Ewert, D. E. (2009). Making connections: Using literature for extensive reading. In A. Cirocki**

**(Ed.), Extensive reading in English language teaching (pp. 387-407). Munich, Germany:**

**Lincom.**

488--\*This chapter discusses the use of literature to introduce extensive reading (ER) to reluctant adult readers of English. The author presents what amounts to an elaborated step-by-step ER lesson plan with multiple components and options for using literature to introduce and guide students into ER. The plan has been "field tested" numerous times, and what is presented has been found helpful in getting students to become independent readers of full-length literary texts.

**Fujigaki, E. (2009). Addressing students' output in the extensive reading class: A qualitative study. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 577-589).**

**Munich, Germany: Lincom.**

497--\*The researcher argues in her chapter not only for the development of extensive reading class activities that allow students to see for themselves their own progress in reading but also for the promotion of substantial student output as an activity to improve reading



comprehension. She suggests that written or oral summaries are indispensable for both students and teachers since these activities link reading with other parts of language learning and can also be applied for evaluation. However, the researcher believes that two conditions must be met, namely: (1) writing summaries should not exceed reading activities; and (2) teacher correction of mistakes in those summaries should be limited to a minimum in order not to discourage students from reading.

**Fujigaki, E. (2009). Extensive reading for weak readers: Developing reading fluency in the EFL/ESL context. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp.**

**273-293). Munich, Germany: Lincom.**

482--\*This chapter discusses the importance of extensive reading instruction for the development of EFL acquisition and fluency in general. The author argues for the necessity of using easy books, or graded readers, for weak readers in particular, comments on activities in her ER class, and explains the results of questionnaires given to students. The feedback from her students and her own experience as an EFL learner has convinced her that a content-centred approach and level-appropriate reading materials can positively influence student motivation, and that integration of carefully designed ER courses into the EFL curriculum of secondary schools is of utmost importance for students to build strong reading skills, confidence, and a love for reading.

**Gorsuch, G. & Taguchi, E. (2009). Repeated reading and its role in an extensive reading programme. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 249-272). Munich, Germany: Lincom.**

481--\*This chapter shows how repeated reading (RR) might be used with extensive reading (ER). According to the authors, the development of reading fluency has taken a position of growing importance in L2 reading research and has emerged as a significant pedagogical issue. Repeated reading, as they note, has been shown to be successful in increasing L2 readers' lower level word recognition, thus freeing their attentional resources to invoke higher order comprehension processes. Therefore, they do not hesitate to conclude with a firm statement that L2 learners using RR will benefit from increased fluency and comprehension,

which will transfer to new, unpractised passages during their extensive reading sessions.

**Hill, D. R. (2009). The place and role of graded readers in the EFL context (ER programmes). In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 113-127). Munich, Germany: Lincom.**

472--\*This chapter attempts to discuss graded readers and their value as a component of a language learning programme. First, the author distinguishes between two types of graded reader, the re-write and the simple original, and gives an overview of the development of graded readers from the 1930s to the present. Second, he describes the criteria for grading and assesses the success with which they have been applied. Third, he examines the criticisms made of graded readers and puts forward a defence of their place in the language teaching syllabus.

**Janopoulos, M. (2009). Pleasure reading and writing in a second language: (How) Can we make the connection? In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 429-438). Munich, Germany: Lincom.**

490--\*This chapter centres on the skill of writing. The author wonders whether sustained silent reading (SSR) is an effective means of facilitating L2 writing proficiency. After defining SSR, he discusses the reading/writing relationship in L2 literacy development, drawing theoretical support from the work of Cummins and Krashen to demonstrate that SSR can enhance and

reinforce many aspects of the learning process for L2 writing proficiency. Then, after listing criteria for successful implementation of SSR, he explores various issues, applications, and implications of SSR in facilitating the development of L2 writing proficiency. He concludes by calling on L2 writing teachers to include a regular, long-term SSR experience in their curricula.

**Jung, H. J. (2009). Extensive reading in English and its practical applications to Korean secondary schools. Unpublished master's thesis, The University of Texas at Austin.**

**Available:**

**<http://repositories.lib.utexas.edu/bitstream/handle/2152/ETD-UT-2009-12-515/JUNG-MASTER-S-REPORT.pdf?sequence=1>**

504--Depicting the problems with teacher-centered English reading classes in Korea, this report proposes extensive reading as a possible means to address the issues related to intensive reading. Literature on extensive reading is reviewed to provide a rationale for

including it in reading curriculum. Research has shown that extensive reading, with its focus on reading large amounts of self-selected, easy and interesting materials, offers a wide range of learning benefits to second language learners. Based on research findings, this report presents some pedagogical suggestions for the implementation of extensive reading in Korean secondary schools by exploring practical issues, including materials, teacher roles, activities, and assessment in an extensive reading program.

**Lado, A. (2009). Motivating beginners to read by conducting oral activities with picture books. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 439-450). Munich, Germany: Lincom.**

491--\*This chapter focuses on developing oral communication in the ER classroom. The author discusses text selection and proposes improving student motivation by selecting texts connected with language teaching strategies. She puts forward the term "tellability" to emphasize the need to concentrate on a broad focus on the connections among oral and written skills. Integrating reading with other aspects of communicative language teaching (CLT) creates redundancies that support second language learning. In her chapter, she includes a short annotated list of exemplary children's picture books which are compatible with teaching strategies such as TPR, use of realia, retelling, rereading, rewriting, and playing guessing games.

**Lee, S. Y. , & Hsu, Y. Y. (2009). Determining the crucial characteristics of extensive reading programs: The impact of extensive reading on EFL writing. *The International Journal of Foreign Language Teaching*, 5(1), 12-20.**

468--This one-year study examined the impact of in-class extensive reading or sustained silent reading on writing with a group of Taiwanese vocational college students. These students had been less successful in academics, including English. While many researchers and practitioners believe that less proficient ESL/EFL students need more direct instruction, sustained silent reading has been gaining support from research. The design attempted to avoid the weaknesses in the design of previous studies by having a longer duration, an appropriate comparison group, providing more access to books, and requiring less accountability. Subjects devoted part of the class time to in-class reading and followed the same writing curriculum as the comparison group did. Pre and post essays were graded following Jacobs et al.'s (1981) measurement of writing, which included five subscales: content, organization, vocabulary, language use, and mechanics. Results showed significant differences in gains on all subscales in favor of the experimental group.

**Leow, R. P. (2009). Simplified written input and its effects on L2 comprehension: What the research reveals. In A. Cirocki (Ed.), *Extensive reading in English language teaching* (pp.**

**129-141). Munich, Germany: Lincom.**

473--\*This chapter provides a comprehensive review of the research strand in SLA literature that has investigated the effects of simplified written input on L2 readers' comprehension. The author concludes that the research appears to support the use of simplified written texts to promote an increased comprehension of text content in the classroom setting, although he calls for future studies to further address this issue. In addition, he points out that the research also appears to support the use of authentic and original materials in L2 to be used as the baseline before simplification is performed, in an effort, minimally, to preserve some of the inherent features of authentic input written for native speakers.

**Loucky, J. P. (2009). Enhancing skills essential for effective reading. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 47-82). Munich, Germany: Lincom.**

470--\*This chapter concentrates on different strategies and component skills which are required for achieving fluent and independent reading. As the author claims, whether for first or second language readers, common characteristics of fluent, independent reading, have been identified by many models of reading. Therefore, the general purpose of this chapter is to summarize what are generally regarded as the most essential comprehension and vocabulary learning skills of effective readers, according to both L1 and L2 studies, with a view to applying them in better training of FL/SL readers. Then, the more narrow and specific aim of this chapter is to find out which language learning sites and online reading programmes offer effective training and practice opportunities for language learners to develop these most essential and text- and lexical-processing strategies, especially to help developing L2 readers.

**Mason, B. (2009/2010). Research on hearing stories and free reading in Japan: A progress**

**report. The International Journal of Foreign Language Teaching, 5(2), 7-10.**

499--\*This article briefly surveys studies concerned with the use of stories combined with self-selected reading. These studies suggest that this combination promotes second language acquisition. The focus of much of this research has been on efficiency, that is, whether comprehensible-input based methods produce greater gains per unit of time invested compared to traditional approaches. The author claims that approaches that combine stories and self-selected reading are far more effective than traditional approaches, and contends that comprehensible input-based methods, in the form of hearing stories and self-selected reading, have been validated qualitatively and quantitatively, not only for their efficacy but also for their efficiency.

**Mikulecky, L. J. (2009). Using Internet-based children's and young adult literature for extensive reading in EFL instruction. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 333-347). Munich, Germany: Lincom.**

485--\*This chapter elaborates on the rationale for using children's and young adult literature in EFL instruction. This approach has long been recommended, as the author affirms, but seldom practised. He identifies cost and adult embarrassment as among the main reasons for this lack of practice and documents how these obstacles have been reduced and eliminated by the widespread availability on the Internet of simple literature in English and by a new wave of children's stories written to be entertaining to adults. His chapter identifies and presents several Internet resources currently available for free or at very low cost and discusses ways that EFL teachers might use these resources.



**Nunn, R. (2009). Extensive reading of literary texts for advanced students: A contrapuntal approach to critical thinking. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 375-386). Munich, Germany: Lincom.**

487--\*The author of this chapter sees the value of extensive reading of literary texts for advanced students of English. He argues that critical thinking is at the heart of advanced academic reading ability. He even adds that advanced students can benefit from being led through a detailed example by their teacher prior to transforming the approach learnt as independent researchers. The main focus of this chapter is a very detailed example of an extensive "contrapuntal" reading (Said 1993) of Graham Greene's *The Quiet American*. This reading uses the novel itself, an extensive autobiographical extract, and a counter extract from a biographical reading to critically examine Said's brief "contrapuntal" discussion.

**Nunn, R. (2009). Integrating extensive reading into holistic task-based learning units. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 219-229). Munich, Germany: Lincom.**

479--\*This chapter views extensive reading in relation to "holistic task-based units". The author provides a detailed outline of a task-based unit and a second outline of an extensive reading unit. His aim is to illustrate the way extensive reading needs to be coherently integrated into curriculum design combining holistic activities with atomistic exercises. He argues that an integrated holistic approach that emphasizes the exploitation of extensive input for extensive output is the most likely to lead to acquisition. In his discussion, the author does not attempt to provide direct empirical evidence, supporting his view with the experience of using and designing holistic units in relation to research-derived principles of SLA.

**Pulido, D. (2009). Developing reading skills in a foreign/second language. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 27-45). Munich, Germany: Lincom.**

469--\*This chapter discusses theoretical issues pertaining to reading, and particularly to reading English as a foreign or second language. The main objective of this chapter is to demonstrate how a theoretical model can be instrumental in assisting EFL/ESL teachers to elucidate how they might encourage their students to learn to read a foreign or second language. The discussion here revolves around cognitive interactive models of the reading process, automaticity, and word recognition. In addition, the author looks at the topics of motivation to read, background knowledge, language and print exposure, and the role of metacognitive knowledge in monitoring comprehension processes.

**Pulverness, A. (2009). Deprived of history: Literature and film in third places. In A. Cirocki**

**(Ed.), Extensive reading in English language teaching (pp. 467-481). Munich, Germany:**

**Lincom.**

493--\*The author of this chapter highlights the liminal experience of the immigrant, as a social and political reality, but also as a metaphor for the learner's journey into a foreign language; their occupying a "third place", no longer belonging unequivocally to the culture they have come from, nor yet to the new culture. Moving from one language world into another, learners should be particularly receptive towards the "boundary experiences of culturally displaced persons, who have grown up in one country but have emigrated to another" (Kramersch 1993: 234). There is a growing body of literature in English reflecting immigrant and second-generation experience, and the rich diversity of an increasingly multi-cultural society. His chapter explores ways in which such intra-cultural texts can be used in the language class to promote greater inter-cultural awareness.

**Robb, T. (2009). The Reader Quiz module for extensive reading. In M. Thomas (Ed.), Selected proceedings of the thirteenth annual JALT CALL SIG conference 2008 (pp. 109-116). Tokyo: Japan Association for Language Teaching.**

467--Many practitioners of Extensive Reading (herein referred to as "ER") are convinced of the effectiveness of the ER approach, yet despite these accolades, 1) physical obstacles, such as the need to establish and maintain a library of readers, and 2) student management issues, particularly the need of an efficient mechanism for holding students responsible for actually doing the reading, have hampered the widespread adoption of ER in the world of EFL. The Reader Module attempts to address the latter problem through a Moodle-based quiz module that instructors can implement on their own school's Moodle server, or by mounting a course on the publicly available server at moodlereader.org. The module has been shown to encourage the students to read a significantly greater number of books and, by virtue of the time restrictions in the program, to encourage them to do their reading regularly over the course of the school term.

**Rodrigo, V. (2009). Vocabulary size and reading habit in native and non-native speakers of Spanish. Hispania, 92(3), 580-592. [Componente IÃ©xico y hÃ¡bito de lectura en hablantes nativos y no nativos de espaÃ±ol] <https://www.jstor.org/stable/40648420>**

514--[Translation of abstract] This article focuses on the vocabulary size of 44 subjects divided into four groups according to two variables: reading (reading habit ) and language (L1 and L2). The four groups were native speakers of Spanish with reading habit (L1+reading), native speakers of Spanish without reading habit (L1-reading), non-native speakers of Spanish with reading habit (L2+reading), and non-native speakers of Spanish without reading habit (L2-reading). The results are statistically significant and show that the combination of the

variables of reading and language together were predictors of 88% of the variance in the vocabulary size of the subjects, reading being the strongest predictor of the vocabulary size of the participants. In our sample, the vocabulary size of the groups were: L1+ reading (48,600), L2 + reading (40,900), L1-reading (25,500), L2-reading (11,100). A surprising result is that the L2+reading group outperformed the L1- reading group: the vocabulary size of the L2 group with reading habits was 15,000 words more than the L1 group without reading habit. This finding suggests that being a native speaker of a language does not ensure a wide vocabulary size if a person does not have a reading habit that allows them to read in big amounts and for pleasure. Similarly, it may be claimed that a strong reading habit may compensate for the condition of not being a native speaker of a language. These results, apart from supporting the incidental acquisition of vocabulary through reading, are strong evidence for the need of implementing extensive reading programs in the foreign language curriculum so that language students can acquire vocabulary incidentally through reading and the process of acquisition of a L2 can be adequately accelerated.

**Sivasubramaniam, S. (2009). Anchoring literature in extensive reading programmes: Issues and insights for promoting intersubjectivity in the classroom. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 409-428). Munich, Germany: Lincom.**

489--\*This chapter endeavours to alert all EFL/ESL teachers working in tertiary and higher secondary settings to the poverty of reading and writing available at present and the loss of curiosity, critical consciousness and involvement it perpetuates in their educational practices. As an antidote for this educational malaise, the author signposts the curative and corrective potential the prevalence of literature has in the educational practices of extensive reading. Subsequently, this chapter discusses the theoretical issues and insights that constitute a personal response approach to literature, thereby urging the EFL/ESL teachers to function as empowered and empowering individuals. The ideas and insights explored are meant to prompt

self-analysis and self-investment in the teachers.

**Smith, K. (2009/2010). The "IRAQ" of SSR: What we need to know. The International Journal of Foreign Language Teaching, 5(2), 4-7.**

498--\*This article suggests ways to make sustained silent reading (SSR) effective in the classroom. They are formulated in the acronym IRAQ, with each letter standing for two elements hypothesized to be needed for SSR to succeed. I stands for Interest and Independence, R for Readability and Regularity, A for Access and Accountability and Q for Quantity and Quality. The author argues that the eight elements or factors presented in the article are well supported by research and experience, and concludes that those who read more achieve more.

**Taboada, A. & McElvany, N. (2009). Between the skill and will of extensive reading: L2 learners as engaged readers. In A. Cirocki (Ed.), Extensive reading in English language**

**teaching (pp. 179-202). Munich, Germany: Lincom.**

477--\*This chapter treats of how intrinsic motivation principles can be fused with the practice of extensive reading in L2 learners. To do this, the authors draw from their expertise on reading motivation with both L1 and L2 learners and use the model of reading engagement for native speakers developed by Guthrie and colleagues as a framework. In addition, to provide L2 teachers and researchers with motivation practices that lend themselves well to L2 learners' reading, they review the extant motivation literature in L2 and use this as a basis to further elaborate upon. Intrinsic motivation practices such as support of student autonomous reading, self-efficacy, interest, mastery goals for reading and social collaboration are all discussed in their chapter in relation to extensive reading within and outside classroom contexts.

**Takase, A. (2009). The effects of different types of extensive reading materials on reading amount, attitude and motivation. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 451-465). Munich, Germany: Lincom.**

492--\*This chapter discusses the effectiveness of various types of materials for extensive reading (ER). The author emphasizes the effects of very easy materials for ER beginners, referring to various series of materials from Levelled Readers and picture books for L1 children to Graded Reader series, including a new popular series. Reading an abundance of easy books at the beginning stage of ER, as she observes, lowers the learners' affective filter and enables them to unlearn translation habits. Also, they shift to higher levels of books more easily, become motivated to read, and thus acquire reading speed and fluency, regain self-confidence and experience pleasure reading.

**Waring, R. (2009). The inescapable case for extensive reading. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 93-111). Munich, Germany: Lincom.**

471--\*The author reviews recent vocabulary research and shows that learners need to encounter massive amounts of language to learn not only single words but also their collocations, register and so forth. This chapter demonstrates that neither intentional learning nor course books (especially linear-based ones) can cover the sheer volume of text that learners need to meet without the help of extensive reading. The author shows that learners need to gain their own sense of language and that this cannot be gained from only learning discrete language points, rather, it must, and can only, come from massive exposure to language via reading in tandem with course books.



**Widodo, H. P. (2009). Implementing collaborative extensive reading in an EFL classroom. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 231-248). Munich, Germany: Lincom.**

480--\*This chapter attempts to discuss the implementation of collaborative ER in the EFL classroom. In consequence, the author sheds crucial light on definitions, benefits, and critical issues of collaborative ER; and the criteria of selecting ER materials (e.g. connectivity, selectivity, authenticity, variety, neutrality, readability, and accessibility and availability). Moreover, he addresses possible ER tasks (e.g. in- and out-of-class ER, reading diary writing, language enrichment, and reflective journal writing), in which the ultimate goal is to help EFL students become engaged and fluent readers as they go through the entire learning process. He concludes that collaborative ER instruction can foster student engagement and reading fluency.

**Wu, F. & Wu, Z. (2009). Developing learner autonomy through extensive reading in the context of Chinese EFL colleges. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 561-576). Munich, Germany: Lincom.**

496--\*This study examines the issues of ER practice and learner autonomy from the perspective of Chinese college students. The researchers hope that any successful experience and problems identified in their study can shed some light onto a more effective and efficient practice in those colleges and universities that are striving to make connections or are planning to make connections between learner autonomy and extensive reading in the EFL context,

both within China and elsewhere.

**Wu, Y. (2009). Engaging advanced-level ESL students to read young adult literature in extensive reading settings. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 349-373). Munich, Germany: Lincom.**

486--\*This chapter concentrates on teaching young adult literature (YAL) to ESL students through extensive reading, a relatively new yet promising area. In his scrutiny, the author first outlines the paradigm shift in teaching literature in ESL classes and compares it to that in secondary English classes for its unique characteristics and expectations. He then goes

through studies in recent decades to display the special considerations and benefits of using YAL to develop literacy, enhance cultural knowledge, and foster critical thinking, followed by a guideline for choosing and teaching YAL. In the end, he calls for more studies and efforts to further explore the subject matter.

**Yanguas, I. (2009). Multimedia glosses and their effect on L2 text comprehension and vocabulary learning. *Language Learning & Technology*, (13)2, 48-67.**

**<http://dx.doi.org/10125/44180>**

779--The present study investigates the effects that different types of multimedia glosses, namely textual, pictorial, and textual + pictorial, have on text comprehension and vocabulary learning when the goal is exclusively comprehension of a computerized text. This study is based on the theoretical framework of attention, which maintains that attention is critical in the acquisition process of an L2 (Robinson, 1995; Schmidt, 1995, 2001; Tomlin and Villa, 1994). Ninety-four participants read a text under one of four gloss conditions while asked to think aloud. This study investigated whether any of the conditions promoted noticing and whether this noticing led to better comprehension of the text and learning of the target vocabulary words. Reading comprehension, recognition, and production measures were utilized in a

pre-post test design. Results of quantitative and qualitative analyses of the data gathered showed first that all multimedia gloss groups noticed and recognized significantly more of the target words than the control group. Second, no significant differences were found among any of the groups in production of the target vocabulary items. Finally, regarding comprehension, results showed that the combination gloss group significantly outperformed all other groups. These results confirm that the multimedia glosses under investigation have a different effect on comprehension and vocabulary learning respectively.

**You, C. & Chen, S. (2009). Applying authentic materials to EFL extensive reading in senior high schools in China. In A. Cirocki (Ed.), Extensive reading in English language teaching (pp. 311-331). Munich, Germany: Lincom.**

484--\*In their considerations on extensive reading, the authors centre on materials intended for native speakers only. They claim that in the field of L2 learning, authentic materials play a valuable role in helping to create a language-rich environment in the classroom, and in providing students with bridges to the real world of the target language community. Further, what the authors propose in their chapter is that, as a supplement to L2 learning within the classroom, authentic materials can be applied to extensive reading in Chinese senior high schools (CSHSs) for the students to promote meaningful communication, to obtain acquisition-rich L2 input, to enhance learner autonomy and to promote their intrinsic L2 motivation as well. Their chapter is an attempt to explain why this should be so, and to argue the case for giving authentic materials a more important role in CSHSs.

**Abraham, L. B. (2008). Computer-mediated glosses in second language reading comprehension and vocabulary learning: A meta-analysis. *Computer Assisted Language Learning*, 21(3), 199-226. <https://doi.org/10.1080/09588220802090246>**

776--Language learners have unprecedented opportunities for developing second language literacy skills and intercultural understanding by reading authentic texts on the Internet and in multimedia computer-assisted language learning environments. This article presents findings from a meta-analysis of 11 studies of computer-mediated glosses in second language reading comprehension and incidental vocabulary learning. Computer-mediated glosses had an overall medium effect on second language reading comprehension and a large effect on incidental vocabulary learning. Mean effect sizes varied from medium to large depending upon the level of instruction, text type, and assessment tasks. Drawing upon findings of this meta-analysis and the overall characteristics of gloss studies, we propose recommendations for future research, including replications and the systematic study of reading variables and learner individual differences in multimedia learning environments with authentic texts.

**Alessi, S., & Dwyer, A. (2008). Vocabulary assistance before and during reading. *Reading in a Foreign Language*, 20(2), 246-263.**

420--Intermediate learners of Spanish read a Spanish newspaper article with vocabulary assistance either before reading, while reading, both, or without any such assistance. Reading performance was significantly better for students receiving vocabulary assistance during reading, but not for those receiving it before reading. Reading time of the newspaper article was less for students receiving prereading vocabulary assistance, but total lesson time (the prereading time plus reading time) was more for those students. Given the particular activities

of this study, a vocabulary activity before reading appears to speed up reading without affecting comprehension, while vocabulary assistance during reading appears to improve comprehension without affecting speed.

**Brown, D. (2008). Why and how textbooks should encourage extensive reading. *ELT Journal Advance Access* published August 20, 2008.**

464--Extensive reading is believed to have considerable benefits for learners both in terms of learning gains and motivation and seems to be becoming ever more popular in the ELT world. So far, however, there seems to be almost no integration of extensive reading and textbooks.

This article argues that textbooks should be encouraging extensive reading, since this will confer further legitimacy on extensive reading and may ease many of the practical difficulties that adopters of extensive reading face. The article then shows how textbooks could encourage extensive reading: directly, by including material involving extensive reading; and indirectly, by approaching textbook reading activities in ways more in tune with extensive reading. A number of proposals for each of these approaches are discussed.

**Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening. *Reading in a Foreign Language*, 20(2), 136-163.**

424--This study examined the rate at which English vocabulary was acquired from the 3 input modes of reading, reading-while-listening, and listening to stories. It selected 3 sets of 28 words within 4 frequency bands and administered 2 test types immediately after the reading and listening treatments, 1 week later and 3 months later. The results showed that new words could be learned incidentally in all 3 modes, but that most words were not learned. Items occurring more frequently in the text were more likely to be learned and were more resistant to

decay. The data demonstrated that, on average, when subjects were tested by unprompted recall, the meaning of only 1 of the 28 items met in either of the reading modes and the meaning of none of the items met in the listening-only mode, would be retained after 3 months.

**Cobb, T. (2008). Commentary: Response to McQuillan and Krashen (2008). *Language Learning & Technology*, 12(1), 109-114. Retrieved from <http://lt.msu.edu/vol12num1/cobb/default.html>**

528--Cobb (2007) argues that free reading cannot provide L2 readers with sufficient opportunities for acquiring vocabulary in order to reach an adequate level of reading comprehension of English texts. In this paper, we argue that (1) Cobb severely underestimates the amount of reading even a very modest reading habit would afford L2 readers, and therefore underestimates the impact of free reading on L2 vocabulary development; and (2) Cobb's data show that free reading is in fact a very powerful tool in vocabulary acquisition.

**Fenton-Smith, B. (2008). Accountability and variety in extensive reading. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.). *JALT 2007 Conference Proceedings* (pp. 903-912). Tokyo: JALT (Japan Association for Language Teaching).**

442--Although Extensive Reading (ER) is now widely accepted as an effective way of improving learners' L2 proficiency, there is less agreement on the best way(s) of implementing it in the classroom. While sustained silent reading in class has undoubted benefits, there are several reasons why it is not always appropriate, both philosophically and practically. This paper will briefly consider some of these reasons, arguing that output activities have been unfairly dismissed. The key themes of "accountability" (having students demonstrate what they have read) and "variety" (avoiding tedious repetition in the ER classroom) are promoted as essential principles in ER materials development. Such materials allow teachers to evaluate

students' work without destroying the creativity, freedom, and pleasure that are essential to successful ER. Ten examples of these materials are demonstrated and explained.

**Fredricks, L., & Sobko, V. (2008). Culturally relevant extensive reading in Tajikistan. Central Eurasian Studies Review, 7(1), 34-39. Retrieved October 26, 2008 from [http://www.cesr-cess.org/pdf/CESR\\_07\\_1.pdf](http://www.cesr-cess.org/pdf/CESR_07_1.pdf)**

425--\*The article reports a study involving 11 adult English-as-a-Foreign Language (EFL) Learners in Tajikistan, where extensive reading and other meaning-based pedagogies are not common. The study investigated whether exposure to culturally relevant texts for extensive reading affects students' attitudes toward reading and their reading habits.

Specifically, the researchers explored:

- a. Challenges faced by Tajikistan students when using authentic English novels for ER
- b. How participation in an ER program might impact these students' reading habits and their attitudes toward reading English texts
- c. Students' choices of reading materials, particularly whether cultural relevance was a factor.

Discussions and debates about the novels being read were a feature of the ER program, with some of the discussion being student-led. Furthermore, the instructor guided students to connect the texts to their own lives and the wider world.

Data were collected over eight weeks via such means as student reflections, observations by the instructor and two local observers, interviews with the students, and the connections



students had written about. Overall results were positive, and the researchers make recommendations for how similar programs might be implemented.

**Gardner, D. (2008). Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. *Reading in a Foreign Language, 20(1)*.**

**Retrieved April 16, 2008, from <https://nflrc.hawaii.edu/rfl/item/169>**

414--Fourteen collections of children's reading materials were used to investigate the claim that collections of authentic texts with a common theme, or written by one author, afford readers with more repeated exposures to new words than unrelated materials. The collections, distinguished by relative thematic tightness, authorship (1 vs. 4 authors), and register (narrative vs. expository), were analyzed to determine how often, and under what conditions, specialized vocabulary recycles within the materials. Findings indicated that thematic relationships impacted specialized vocabulary recycling within expository collections (primarily content words), whereas authorship impacted recycling within narrative collections (primarily names of characters, places, etc.). Theme-based expository collections also contained much higher percentages of theme-related words than their theme-based narrative counterparts. The findings were used to give nuance to the vocabulary-recycling claims of narrow reading and to more general theories and practices involving wide and extensive reading.

**Iwahori, Y. (2008), Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language, 20(1)*. Retrieved April 16, 2008, from**

**<https://nflrc.hawaii.edu/rfl/item/168>**

413--Due to the great interest of practitioners on reading fluency in first language (L1) and second language (L2) English classroom settings, fluency has become a hot topic. A number of studies have suggested that an extensive reading (ER) program can lead to improvement of

L2 learners' reading rate; however, studies about high school students are scarce. Inspired by current issues in reading and previous ER investigations, this study examined the effectiveness of ER on reading rates of high school students in Japan. In this study, students were provided with graded readers and comic books as reading material they would find enjoyable. Pretests and posttests of reading rate and language proficiency were administered and a t test was used to compare means of the rates and language proficiency within groups. Results indicate that ER is an effective approach to improve students' rate and general language proficiency.

**Kweon, S., & Kim, H. (2008). Beyond raw frequency: Incidental vocabulary acquisition in extensive reading. *Reading in a Foreign Language, 20(2)*, 191-215.**

419--Second language vocabulary can be learned incidentally while the learner is engaged in extensive reading or reading for meaning, inferring the meaning of unknown words (Huckin & Coady, 1999; Hulstijn, 1992; Krashen, 1993; Pigada & Schmitt, 2006). 12 Korean learners of English read authentic literary texts and were tested on their knowledge of vocabulary before reading (pretest), immediately after reading (Posttest 1), and 1 month after Posttest 1 (Posttest 2). The results showed a significant word gain between the pretest and Posttest 1 and that most gained words were retained at Posttest 2. Of the 3 different word classes that were used, nouns were a little easier to retain than verbs and adjectives. More frequent words were more easily learned than less frequent words across all 3 word classes. However, words of lower frequency were better learned than words of higher frequency when the meanings of the lower frequency words were crucial for meaning comprehension.

**Loh, J.K.K. (2008). Teacher modeling: Its impact on an extensive reading program *Reading in a Foreign Language, 21(2)*. <https://nflrc.hawaii.edu/rfl/item/195>**

684--This case study investigates whether teachers model reading in 1 Singapore primary

school during an exercise called uninterrupted sustained silent reading (USSR) carried out in the classroom. Even though reading is an important determinant of a student's growth in language skills and ability, and modeling the act of reading is essential in influencing students, we hypothesize that teachers do not model the act of reading. This study seeks to find out if teachers practice what they preach about reading by making the effort to model the act of reading. This study uses an observation log, questionnaire surveys, and semi-structured interviews. Fifty teachers were observed during USSR daily for 10 weeks and surveyed. Purposeful and systematic samplings were used to identify the teachers for the interviews. The study confirms our hypothesis that even though the teachers believe in the importance of reading and modeling, they do not model reading.

**Macalister, J. (2008). Implementing extensive reading in an EAP programme. *ELT Journal*, 62(3), 248-256.**

450--For more than twenty years the benefits of extensive reading have been proclaimed to the ELT community, but the inclusion of extensive reading in ELT programmes is far from universal. Extensive reading appears to be particularly absent in higher educational and English for Academic Purposes settings. This paper reports on the implementation of an extensive reading component in a pre-university study EAP programme. Learners responded positively to the loss of teacher-centred class time and a non-EAP focus for part of each lesson. While the implementation of extensive reading will vary from setting to setting, this action research project shows that extensive reading can have a place in an EAP programme.

**Macalister, J. (2008). Integrating extensive reading into an English for academic purposes program. *The Reading Matrix*, 8(1), 23-33.**

**[www.readingmatrix.com/articles/macalister/article.pdf](http://www.readingmatrix.com/articles/macalister/article.pdf)**

449--This paper reports on the inclusion of extensive reading in three separate 12-week

courses taught by different teachers on an EAP programme at a New Zealand university. The inclusion of extensive reading was experimental and sought answers to two questions: would students respond positively to the extensive reading component, and how could extensive reading be included? On each iteration of the extensive reading component a different approach was taken. On the first occasion, the reading was a stand-alone part of the teaching programme but on the second and third occasions the reading was integrated into the programme. In each of the three classes the students responded positively to the inclusion of extensive reading. The integration of the reading reflected teacher and learner differences, and supported the belief that the way in which extensive reading is included in a programme should be determined by the specific language learning environment.

**Mak, B., Coniam, D., & Chan, M. S. K. (2008). A buddy reading programme in Hong Kong schools. *ELT Journal*, 62(4), 385-394.**

451--This article looks at Year 9 (age 13) ESL learners in a secondary school in Hong Kong producing--with minimal input and support from their teachers--their own story books, these being the final task outcome in a series of lessons focusing on creativity. Over a period of two months, as an integral part of their ESL lessons, groups of students designed, wrote, and illustrated their own story books. They then visited nearby primary schools where they read their story books to primary level ESL pupils and did follow-up tasks with them. The article describes the process from the perspective of one pioneering teacher and her class. The programme's success has since led to it being implemented across the board at Year 9 level in the school, with a subsequent expansion in the number of primary 'buddies' reached by the programme. The article examines the place of authentic reading and writing as they are situated within the domains of creativity

**McQuillan, J. & Krashen, S. D. (2008). Commentary: Can free reading take you all the way? A**

**response to Cobb (2007). *Language Learning & Technology*, 12(1), 104-108. Retrieved from <http://llt.msu.edu/vol12num1/mcquillan/default.html>**

527--Cobb (2007) argues that free reading cannot provide L2 readers with sufficient opportunities for acquiring vocabulary in order to reach an adequate level of reading comprehension of English texts. In this paper, we argue that (1) Cobb severely underestimates the amount of reading even a very modest reading habit would afford L2 readers, and therefore underestimates the impact of free reading on L2 vocabulary development; and (2) Cobb's data show that free reading is in fact a very powerful tool in vocabulary acquisition.

**Min, H. T. (2008). *EFL vocabulary acquisition and retention: Reading plus vocabulary enhancement activities and narrow reading. *Language Learning*, 58(1), 73-115.***

417--The purpose of this quasi-experimental study was to compare the effectiveness of reading plus vocabulary-enhancement activities (RV) and narrow reading (NR)-- repeated reading thematically related articles--on vocabulary acquisition and retention among English as a foreign language (EFL) secondary school students. Twenty-five third-year male students with intermediate-level English proficiency participated in each instructional treatment 2 hr per week for five weeks. The RV group read selected texts and practiced various vocabulary exercises. The NR group read thematically related supplemental materials besides the selected texts. A Chinese version of the modified Vocabulary Knowledge Scale was employed to assess students' knowledge of 50 vocabulary items. The results show that the RV group demonstrated significantly more knowledge about the target vocabulary than the NR group on the acquisition and retention tests. The researcher concludes that reading plus focused vocabulary exercises are more effective and efficient than the narrow reading approach in enhancing target vocabulary acquisition and retention among EFL secondary students.

**Pang, J. (2008). Research on good and poor reader characteristics: Implications for L2 reading research in China. *Reading in a Foreign Language*, 20(1).**

**<https://nflrc.hawaii.edu/rfl/item/165>**

676--In reading research, studies on good and poor reader characteristics abound. However, these findings remain largely scattered in applied linguistics and cognitive and educational psychology. This paper attempts to synthesize current theory and research on the topic in the past 20 years along 3 dimensions: language knowledge and processing ability, cognitive ability, and metacognitive strategic competence. A profile of good readers follows a review of the literature. With a special reference to second language (L2) reading research and pedagogy in China, the author argues that a key difference between first language and L2 readers is that L2 readers typically have a gap between their L2 proficiency and their knowledge or conceptual maturation, and this tension determines to some degree the characteristics of good versus poor L2 readers. By examining L2 reading research in the country, the author proposes some areas worth exploring in the Chinese context.

**Prichard, C. (2008). Evaluating L2 readers' vocabulary strategies and dictionary use. *Reading in a Foreign Language*, 20(2), 216-231.**

422--A review of the relevant literature concerning second language dictionary use while reading suggests that selective dictionary use may lead to improved comprehension and efficient vocabulary development. This study aims to examine the dictionary use of Japanese university students to determine just how selective they are when reading nonfiction English texts for general comprehension. The findings suggest that high-intermediate and advanced learners are often selective when considering whether to look up a word. However, a third of the participants in this study were judged to have used the dictionary excessively. In addition, a quarter of the words looked up in the study were neither essential to the articles' main points nor frequent or useful words, according to corpus research. It is concluded that some learners

might benefit from training in selective dictionary use.

**Pulido, D., & Hambrick, D. Z. (2008). The virtuous circle: Modeling individual differences in L2 reading and vocabulary. *Reading in a Foreign Language, 20(2)*, 164-190.**

**<https://nflrc.hawaii.edu/rfl/item/175>**

423--The present study investigated the relative contributions of experiential and ability factors to second language (L2) passage comprehension and L2 vocabulary retention. Participants included a cross section of 99 adult learners of Spanish as a foreign language enrolled in beginning through advanced level university Spanish courses. Participants completed a standardized reading proficiency test (Adult Basic Learning Examination, Spanish version) to verify a range in proficiency, a checklist and translation passage sight vocabulary test, and a written recall in the native language of the 4 passages that were read. Vocabulary retention was measured at 2 time intervals by a multiple-choice test of receptive retention of meaning of targeted vocabulary. Data were analyzed using structural equation modeling (SEM). Results revealed consistent support for the following model: (a) Language processing experience positively influenced L2 passage sight vocabulary; (b) L2 passage sight vocabulary positively influenced narrative passage comprehension; and (c) L2 comprehension positively influenced L2 vocabulary growth.

**Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research, 12*, 329-363.**

418--This article overviews current research on second language vocabulary learning. It concludes that a large vocabulary is necessary to function in English: 8000-9000 word families for reading, and perhaps as many as 5000-7000 families for oral discourse. In addition, a number of word knowledge aspects need to be learned about each lexical item. Taken together, this amounts to a substantial lexical learning challenge, one which many/most

learners fail to meet. To facilitate adequate vocabulary learning, four vocabulary learning partners (students, teachers, materials writers, and researchers) need to contribute to the learning process. Vocabulary learning programs need to include both an explicit, intentional learning component and a component based around maximizing exposure and incidental learning. The four learning strands (meaning-focused input, meaning-focused output, language-focused learning, and fluency development) suggested by Nation (2001) provide a structure by which to integrate intentional and incidental vocabulary learning. The overriding principle for maximizing vocabulary learning is to increase the amount of engagement learners have with lexical items. All four learning partners need to acknowledge the incremental nature of vocabulary learning, and to develop learning programs which are principled, long-term, and which recognize the richness and scope of the lexical knowledge that needs to be mastered. [\*It is in the component based around maximizing exposure and incidental learning that extensive reading has an important role to play. Graded readers have been recommended for the developing learner as the vocabulary has been fine-tuned to the learner's level and is systematically recycled.]

**Shen, M-Y. (2008). EFL Learners' responses to extensive reading: Survey and pedagogical applications. *The Reading Matrix*, 8(2), 111-123.**

458--This study investigated the responses of two groups (n=85) of EFL learners toward their experience with extensive reading in a three-month EFL college reading class in which two novels (narrative) and fourteen expository texts were the main reading text. Using a three-part survey questionnaire and the follow-up interviews, this study attempted to examine (1) the factors attributed to a successful extensive reading program, and (2) the EFL readers' preferences regarding the classroom activities for reading extensively. The analysis of frequency of responses indicated that no single factor was chosen by the students and there was a discrepancy between learners with different proficiency levels and learning



backgrounds. Some pedagogical implications and limitations were also discussed. ["In general, material selection was ranked as the top one factor and student-student cooperation as the most favorite activity.... The study empirically supported the individuality of learning--that is, learners are different; they have different perceptions and require different classroom activities. This article also argues that extensive reading per se is never a panacea for all reading problems and the local educational environment (i.e. Asian culture) might be an influential factor to be considered for a successful implementation of extensive program." (p. 119).]

**Wan-a-rom, U. (2008). Comparing the vocabulary of different graded-reading schemes.**

**Reading in a Foreign Language, 20(1). Retrieved April 16, 2008, from**

**<https://nflrc.hawaii.edu/rfl/item/167>**

415--This study compared graded-reader wordlists with the General Service List (GSL; West, 1953) and investigated the words in those lists and the words actually used in graded-reader books. The wordlists from the 2 major graded-reader series, the GSL, and the words actually used in the graded readers were examined using the Range program. The comparisons showed that the lists are different from each other largely because of the different sizes of the lists and because of the words they contain and do not contain. In addition, the words actually used in the books do not stick closely to the words in the lists on which they are based, especially at Level 1. Conclusions and implications are drawn for practice in extensive reading programs.

**Wang, X.C.(2008). A Study of an English Extensive Reading Experiment in a Rural High School--Linzhang High School. Unpublished MEd thesis, Hebei Normal University, Shijiazhuang, China.**

512--In the world's globalization of the information and trade, English, as an international language, is showing its great advantages in communicating and obtaining the information.

Almost all the world are doing their utmost to master this important tool, especially for the high school students who want to lay a solid foundation for their future. However, a substantial amount of high school students in the enormous part of China--in rural high schools are learning English under poor conditions. Many English teachers in these schools are not qualified or even some have no professional English learning. There are not enough teaching facilities and teaching resources, which are very helpful to English learning, even tape recorders. Furthermore, all the teachers and students in rural high schools are striving for the NMET (National Matriculation English Test). Students are learning English mainly by rote memorizing and endless practice of simulated tests which have been boring the students. They have no interest and motivation in English learning. This does not only go against the requirements of the new English curriculum standard but also can not meet the needs of their future work. The writer of this thesis attempts to improve the English learning in rural high schools with extensive reading based on the theories of the Second Language Acquisition (SLA), reading and so on, and have the conviction that it can arouse students' interest and motivation and will greatly improve their English learning. This thesis consists of five parts. The first part shows the present situation of English learning and teaching in the experimental school--Linzhang High School and the requirements of the new English curriculum standard, which indicates that extensive reading is of great necessity. The second part reviews the research on the theories of SLA and reading, especially of Chrasen's Input Hypothesis and Affective Filtered Hypothesis. Some research theories of reading, interest and motivation and practical reading strategies supposed by Chinese scholars are also in the second part. The writer designs the extensive reading experiment in the third part, which includes the selecting and compiling reading materials and the procedures of the experiment. The fourth part is the analysis of the experimental results, including quantitative analysis and qualitative analyses. In the last part, the fifth part, the writer draws an conclusion on the experiment and puts forward some suggestions on English teaching and learning for rural high schools.

**Webb, S. (2008). The effects of context on incidental vocabulary learning. Reading in a Foreign Language, 20(2), 232-245.**

421--Japanese university students learning English as a foreign language (EFL) encountered 10 target words in 3 sets of 10 short contexts that were rated on the amount of information available to infer the target words' meanings. One group of learners met the target words in contexts rated more highly than the contexts read by the other group. A surprise vocabulary test that measured recall of form, recognition of form, recall of meaning, and recognition of meaning was administered after the treatments. The results showed that the group that read the contexts containing more contextual clues had significantly higher scores on both tests of meaning. The findings indicate that the quality of the context rather than the number of encounters with target words may have a greater effect on gaining knowledge of meaning. Conversely, it is the number of encounters that will have a greater effect on knowledge of form.

**Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. System 36(4), 661-672.**

577--Extensive reading has been drawing increasing attention from L2 educators as a potentially effective form of L2 reading instruction. However, some researchers argue that it is not easy to observe the benefits of extensive reading in the short term. The present study was motivated by the need to elucidate the differential effects of extensive reading on different aspects of foreign/second language ability, some of which may improve more quickly than others. Development of general reading ability and lower-level linguistic ability was examined. Improvement from a pretest to a posttest was found to be significant for reading ability, but not for linguistic ability. The results suggest that the effects of extensive reading might be manifested more quickly in general reading skills than in L2 linguistic ability, at least for adult L2 learners. Possible reasons for this difference in the progress of different aspects of L2 ability are discussed.

**Cobb, T. (2007). Computing the vocabulary demands of L2 reading. *Language Learning & Technology*, 11(3), 38-64. Retrieved from <http://llt.msu.edu/vol11num3/cobb/default.html>**

526--Linguistic computing can make two important contributions to second language (L2) reading instruction. One is to resolve longstanding research issues that are based on an insufficiency of data for the researcher, and the other is to resolve related pedagogical problems based on insufficiency of input for the learner. The research section of the paper addresses the question of whether reading alone can give learners enough vocabulary to read. When the computer's ability to process large amounts of both learner and linguistic data is applied to this question, it becomes clear that, for the vast majority of L2 learners, free or wide reading alone is not a sufficient source of vocabulary knowledge for reading. But computer processing also points to solutions to this problem. Through its ability to reorganize and link documents, the networked computer can increase the supply of vocabulary input that is available to the learner. The development section of the paper elaborates a principled role for computing in L2 reading pedagogy, with examples, in two broad areas, computer-based text design and computational enrichment of undesigned texts.

**Crossley, S. A., Louwse, M. M., McCarthy, P. M. & McNamara, D. S. (2007). A linguistic analysis of simplified and authentic texts. *Modern Language Journal*, 91(1), 15**

441--The opinions of second language learning (L2) theorists and researchers are divided over whether to use authentic or simplified reading texts as the means of input for beginning- and intermediate-level L2 learners. Advocates of both approaches cite the use of linguistic features, syntax, and discourse structures as important elements in support of their arguments, but there has been no conclusive study that measures these differences and their implications for L2 learning. The purpose of this article is to provide an exploratory study that fills this gap. Using the computational tool Coh-Metrix, this study investigates the differences between the linguistic structures of sampled simplified texts and those of authentic reading texts in order to provide a

better understanding of the linguistic features that comprise these text types. The findings demonstrate that these texts differ significantly, but not always in the manner supposed by the authors of relevant scholarship. This research is meant to enable materials developers, publishers, and classroom teachers to judge more accurately the value of both authentic and simplified texts.

**Fredricks, L. (2007). A rationale for critical pedagogy in EFL: The case of Tajikistan. The Reading Matrix, 7(2). Retrieved October 25, 2008, from <http://www.readingmatrix.com/articles/fredricks/article2.pdf>**

427--As EFL programs become more prevalent throughout the world, the cultural implications of English teaching are more often debated. These cultural considerations are extremely relevant in Islamic cultures, where English education can be viewed as contributing to the influence of Western Christian or secular pedagogy. This potential clash of approaches to teaching and learning should be critically addressed by EFL instructors. One method of doing so is introducing reading instruction with critical pedagogy. The article will illustrate how critical pedagogy and critical literacy instruction were implemented in a reading program in Dushanbe, Tajikistan. As a former member of the Soviet Union, the system of education in Tajikistan was developed with Soviet, atheistic ideals of education which clashed with those of local students and teachers. Thus, a critical approach to facilitating English reading clubs was introduced to allow students to mold the curriculum and discussions in ways that reflected their diverse cultural values. A key goal of the program was to promote student-lead [sic] dialogue about texts that examined authors' motives and messages. The rationale for text selection and judging culturally relevant texts will be addressed as a model for other ELF [sic] programs and practitioners.

**Furr, M. (2007). Reading circles: Moving great stories from the periphery of the language**

**classroom to its centre. *The Language Teacher*, 31(5), 15-18.**

394--Students enjoy reading graded readers, and reading circles serve to relocate extensive reading materials from the periphery of the language classroom to its centre. Reading circles combine the skills of reading, writing, speaking, and listening. They provide two things often lacking in many communication courses: material that is both comprehensible and interesting to talk about, and a framework which makes having a real discussion in English an achievable goal for students. This article defines reading circles, discusses the benefits of using them in the classroom, and introduces the reading circles roles. Finally, it also explains how to get started using reading circles in the classroom so that students can have interesting, meaningful discussions, in English

**Huang, H.-T. (2007). Vocabulary learning in an automated graded reading program. *Language Learning & Technology*, 11(3), 64-82.**

502--Adult L2 learners are often encouraged to acquire new words through reading in order to promote language proficiency. Yet preparing suitable reading texts is often a challenge for teachers because the chosen texts must have a high percentage of words familiar to specific groups of learners in order to allow the inference of word meanings from context. With the help of word lists research and advances in quantitative corpus analyses using word frequency computer programs, this study selected sixteen articles from the computer corpus of a local Chinese-English magazine and used them to construct an online English extensive reading program. A preliminary assessment of the reading program was conducted with 38 college students over twelve weeks based upon vocabulary gains from a pretest to a posttest. The results showed that learners improved their vocabulary scores after using the reading program. The online extensive reading syllabus demonstrated that such a design for a reading program is technically feasible and pedagogically beneficial and provides value in both vocabulary gains and learner satisfaction.

**Krashen, S. (2007). Free voluntary web-surfing. The International Journal of Foreign Language Teaching, 3(1), 2-9. Retrieved October 21, 2007, from <http://www.tprstories.com/ijflt/IJFLTJuly07.pdf>**

403--\*This paper presents a simple message: we are taking the wrong approach in our use of computers in language and literacy development. Also, the wrong way is the hard way; the right way is the easy way. The paper first discusses some of the problems with current approaches, and then presents a much simpler, easier-to-use alternative: free voluntary surfing -- doing free voluntary reading on the internet, or using the Internet to locate printed material of interest for free reading. Free voluntary surfing is rarely mentioned as a possible means of language development. Yet, it may have the best potential of all current 'computer applications'.

**Lee, S. (2007). Revelations from three consecutive studies on extensive reading. RELC Journal, 38, 150-170.**

400--This paper presents three consecutive studies on the effect of extensive reading on the development of reading and vocabulary for Taiwanese university non-English majors. Each study used a different approach, with subsequent studies adjusting the methodology in response to the results of the previous year. These results confirm other findings, using different subjects in other countries, that (1) extensive reading can be integrated into an EFL curriculum, termed in-class sustained silent reading, at the university level; (2) extensive reading is at least as effective and efficient as traditional instruction in acquiring English as a foreign language and is more effective than traditional instruction when the treatment duration is longer; (3) book access and self-selection of reading are two keys to the success of a sustained silent reading program.

**Lehmann, M. (2007). Is intentional or incidental vocabulary learning more effective? The International Journal of Foreign Language Teaching, 3(1), 23-28. Retrieved October 22, 2007, from <http://www.tprstories.com/ijflt/IJFLTJuly07.pdf>**

409--This study attempted to compare intentional and incidental vocabulary learning and aimed to determine whether deliberate preparation for regular vocabulary retention tests is more efficient in a fourteen-week study than incidental vocabulary learning as a byproduct of reading only. An intentional learning group was asked to look up unfamiliar words in short articles and prepare for regular vocabulary tests. The incidental group read the same articles with no special focus on vocabulary. Both groups read a novel over the semester, and neither group did any vocabulary study based on words in the novel. Pre-tests were administered to the two participating groups before treatment to estimate their initial vocabulary size. A post-test then measured the rate of vocabulary learning after treatment. Two scoring methods were used and produced similar results: There were only small differences between the groups. The intentional group was slightly better in retention of words contained in readings of short articles, but the difference fell short of statistical significance. The incidental group was slightly better on words that neither group studied that were included in the novel. The results of this study are consistent with the hypothesis that vocabulary can be "acquired" from reading alone (Krashen, 1989), and it also suggests that vocabulary study of the kind these students did does not add much. All the extra work that the explicit learning group did was of very limited value: the incidental learning group did nearly as well on the words in the articles, without any special attention paid to the words or extra study.

**Li, J.X. (2007). Research on the teaching of extensive reading in senior high schools via Internet. Unpublished Master of Education dissertation. Northeast Normal University, Shenyang, China. (Original in Chinese)**



511--The English Curriculum attaches great importance to the improvement of students' reading ability. The Internet has provided rich resources for extensive reading. In order to make full use of the resources via internet, the writer conducted this research in the latter half of the year 2006.

With regard to topic, discourse and lexis English teaching materials in secondary schools have gone through a continuous trials and innovations. However the process of updating in terms of the amount of the materials and the expansion of topics has been lagging behind. To some extent this has affected the students' reading ability.

Now that senior high students have acquired certain amount of vocabulary, it is possible to develop their all-around language ability by providing authentic, updated materials for extensive reading via Internet.

An extensive reading is a prerequisite for improving reading ability. The fact that resources provided through Internet is rich, interesting and can be shared by all enables this research to make a full use of it. In terms of teaching contents materials used for extensive reading include aural and visual materials that are enlightening and interesting. Teachers help students deal with problems in the reading process through internet technology such as BBS and chat room. Reading strategies were instructed through case studies. Teachers did on-line assessment making timely adjustment in re-orienting teaching. This research took one semester. In the reading section of the final examination the scores of the students in the experimental class were noticeably higher than those of the students in the control class.

The questionnaire conducted in the research revealed that the majority students were in favor of extensive reading via Internet. As a newly-emerging thing, the research on extensive

reading via Internet has a long way to go. With the enhancement of teacher's quality and the improvement of internet technology, there will be wider and greater prospect in using internet to assist the teaching of extensive reading in senior high schools.

**Marianne. (2007). A comparative analysis of racism in the original and modified texts of The Cay. Reading in a Foreign Language, 19(1), 56-68. Retrieved April 27, 2007, from <https://nflrc.hawaii.edu/rfl/item/56>**

388--Ten high-school students of English as a second language (ESL) intensively studied the modified version of *The Cay* (retold by Strange, 1997). During their study the teacher asked questions designed to elicit students' comprehension and understanding of racism and prejudice as the main themes of *The Cay*. Analysis of classroom discourse data indicated that none of the students independently identified these themes. This article shows the results of a comparative analysis of extracts from the original version of *The Cay* (Taylor, 1994) with the modified *The Cay* (Strange, 1997) in order to provide an explanation for ESL students' inability to identify the themes of racism and prejudice in *The Cay*. An example from classroom discourse data is used to illustrate students' difficulty in answering the teacher's theme-related questions. This article also outlines several pedagogical implications and suggestions for using modified fiction texts in ESL classrooms.

**Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. Reading in a Foreign Language, 19(2). Retrieved October 20, 2007, from <https://nflrc.hawaii.edu/rfl/item/142>**

397--Research has shown that extensive reading offers a wide range of learning benefits to second language (L2) learners. However, most studies on L2 extensive reading are conducted collectively on groups of learners and do not provide a detailed picture of individual experience. Moreover, there are few studies conducted on the reading experiences of early L2 learners.

This paper presents a longitudinal case study on the reading strategies and motivation of 2 Japanese middle school students beginning to read extensively in English. During this 2.5-year study, the researcher conducted interviews 4 times, gave tests regularly, and observed participant behavior in each reading session. The results show that the 2 participants used a variety of reading strategies and that their L2 reading motivation changed as they became increasingly fluent readers. The findings reveal significant individual differences in the use of reading strategies and support a dynamic view of L2 reading motivation.

**Rodrigo, V., Greenberg, D., Burke, V., Hall, R., Berry, A., Brinck, T., Joseph, H., & Oby, M. (2007). Implementing an extensive reading program and library for adult literacy learners. *Reading in a Foreign Language*, 19(2). Retrieved October 20, 2007, from <https://nflrc.hawaii.edu/rfl/item/143>**

398--This article describes the implementation of an extensive reading (ER) program with 43 first language (L1) and second language (L2) adult literacy students. Among them, 16% were nonnative speakers of English. The main principles considered in the design of the program were (a) purpose of reading, (b) reading tactics, (c) material used, and (d) teacher role. The program included sustained silent reading, book talk, and reading aloud. Because a well-equipped library is essential for a successful ER program, this article discusses practical considerations for implementing a library and establishes principles that could guide others working on similar programs. This article also discusses criteria teachers should consider when selecting books for a reading-aloud activity as well as the books and genres that were popular with our sample.

**Roszell, R. (2007). Combining extensive reading and intensive vocabulary study in a Japanese university. Unpublished doctoral dissertation, Temple University Japan, Tokyo.**

406--The claim that Extensive Reading (ER) alone can provide second/foreign language (L2)

learners with the vocabulary that they need (e.g., Day & Bamford, 1998; Elley, 1991; Krashen, 1989, 1993b) has been challenged. Although incidental learning has established itself as the default explanation in first language (L1) studies of child vocabulary acquisition (Gardner, 2004), low rates of acquisition have demonstrated the inadequacy of this approach for L2 learners (Horst, Cobb, & Meara, 1998; Waring & Takaki, 2003; Zahar, Cobb, & Spada, 2001, but see also Pigada and Schmitt, 2006). To investigate L2 rates of vocabulary learning, a one-semester study of 40 intermediate level (ITP scores:  $M = 446$ ,  $SD = 30$ ) Japanese university EFL students was designed. There were two conditions. The first condition, labeled ER+, involved extensive reading, discussion, and intensive vocabulary study. The second condition, labeled ER, involved ER, discussion, and report writing, but no intensive vocabulary study. Each group read 1 of 2 graded readers under one condition, and then the other reader under the second condition. Those in the ER+ condition were assigned 10 words from their reading to study each week, and those in the ER condition completed a short weekly report. Participants completed 2 pre-, post-, and follow-up tests on the words from each reader:

**Schmidt, K. (2007). Five factors to consider in implementing a university extensive reading program. *The Language Teacher*, 31(5), 11-14.**

393--Extensive Reading, course development, university level Among the many factors affecting the shape and success of an Extensive Reading (ER) program, five featured prominently in interviews with eight ER practitioners at universities in Japan: 1) convictions regarding language learning, especially in regards to amounts of comprehended input needed and the role of independent reading (and listening) in relation to other learning activities; 2) defining desired learning and attitudinal outcomes and setting reading targets and tasks appropriately; 3) adapting the approach to ER for student attitudes, interests, abilities, and goals; 4) effective introduction of an easily understood ER program, with ongoing support and personal follow-up; and 5) developing reading communities, in and out-of class.

**Sin, M. (2007). An evaluation of the effectiveness of a school-based Chinese extensive reading curriculum for junior secondary students. Unpublished PhD thesis, The University of Hong Kong.**

428--In Hong Kong, extensive reading education among junior secondary students has always been overlooked. The significance of extensive reading had always been emphasized at different stages of Chinese Language Curriculum development. The revised Chinese Language Curriculum for secondary schools issued in 2001 further stipulates that the impact of extensive reading on Chinese Language acquisition with detailed elaborations on the setting of reading environment, the design of reading activities, and the criteria of selecting books for extensive reading. Despite the emphasis and effort put on extensive reading, the ranking of local junior secondary school students at the reading assessment of PISA has disappointingly descended from the 6th in 2001 to the 10th in 2003. To reverse the trend and enhance students' reading ability, not only should emphasis be placed on the teaching and learning of reading in the curriculum, but extensive reading must also be promoted to consolidate knowledge students learn so that junior secondary students can develop good attitude of extensive reading. Urgent as it is and to accomplish this task, teachers must further understand the way in which junior secondary students develop their attitude of extensive reading in order to better solve the difficulties encountered in the implementation of an extensive reading curriculum in Hong Kong.

This research is based on the theories and thoughts on extensive reading in western countries and pioneers in adopting 'engaged reading' concept in designing a school-based junior secondary extensive reading curriculum. A 3-year longitudinal action research on Form one students of an English medium secondary school aims at exploring the difficulties and effectiveness of implementing an extensive reading curriculum, the causes of difficulties that may be involved and the reasons why junior secondary students find it difficult in developing

good attitude of extensive reading. The research findings have shown that longitudinal research can not only effectively evaluate the effectiveness of implementing an extensive reading curriculum, but also significantly provides insight into the development of attitude of extensive reading of the target groups. They can also record the effects of changes in educational ecology on the development of extensive reading attitude and provide a comprehensive picture of development in such a curriculum. Curriculum developers can then make improvements. The precious information obtained in investigating the development of attitude of extensive reading in target groups can help researchers further grasp the development pattern of attitude of extensive reading among junior secondary school students.

Research findings have shown that differences in students' abilities and changes of educational ecology exert a certain degree of influence on the effectiveness of an extensive reading curriculum and the development of extensive reading attitude among junior secondary students. Teachers' cognitive understanding of the development of such attitude is also a factor in the effectiveness of such a curriculum. If junior secondary language teachers can be evolved from professional to expert through staff development both inside and outside school, it will definitely help junior secondary students in developing good attitude of extensive reading.

Research findings have further proved that the development of attitude of extensive reading among junior secondary school students is influenced by many factors including students' reading abilities, development of reading affective domain and development of educational ecology formed by schools, families and society. In order to develop a model for the development of students' extensive reading attitude, all the above-mentioned factors should be examined.

**Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading.**

**Reading in a Foreign Language, 19 (1), 1-18. Retrieved April 14, 2007, from**

**<https://nflrc.hawaii.edu/rfl/item/134>**

386--To investigate factors that motivate Japanese high school students to read English extensively, I assessed 219 female high school students who participated in an extensive reading program for 1 academic year. The results showed that the 2 most influential factors were students' intrinsic motivation for first language (L1) reading and second language (L2) reading. However, no positive relationship between L1 reading motivation and L2 reading motivation was observed. Follow-up interviews, conducted with 1/3 of the participants, illuminated aspects of the motivation that the quantitative data did not reveal. Several enthusiastic readers of Japanese were not motivated to read in English due to the gaps between their abilities to read in Japanese and in English. In contrast, the intrinsic motivation of enthusiastic readers of English was limited to L2 reading and did not extend to their L1 reading habits.

**Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms:**

**An empirical study exploring the efficacy of extensive reading. Reading Matrix, 7(1), 115-131.**

**Retrieved May 26, 2008 from**

**[http://www.readingmatrix.com/articles/tanaka\\_stapleton/article.pdf](http://www.readingmatrix.com/articles/tanaka_stapleton/article.pdf)**

416--A lack of reading quantity in EFL (English as a Foreign Language) classrooms has remained one of the most serious problems faced by teachers of English in Japan. Although the extensive reading (ER) approach is regarded as having significant potential in addressing this problem, it is not used in many EFL classrooms. This study investigates the effect of a quasi-extensive reading program on Japanese high school EFL learners' reading comprehension, reading speed, and their perceptions of the program. The participants in the

treatment group were 96 high school students who engaged in a reading activity with teacher-made materials for the first five to ten minutes of class for approximately five months. Some of these students also read graded readers outside of class. Progress in reading comprehension and speed was measured against a parallel control group that received no treatment in a pre- and post-test format. Results revealed that the treatment group, especially those who read graded readers, scored significantly higher in reading speed and comprehension than the control group. The findings suggest that Japanese high schools and more broadly, English teachers in input-poor EFL settings should increase reading input within the students' linguistic levels both inside and outside of the classroom.

**Williams, E. (2007.) Extensive reading in Malawi: Inadequate implementation or inappropriate innovation? *Journal of Research in Reading*, 30(1), 59-79. Available from:**

**<http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-9817.2006.00328.x>**

390--This article reports on the evaluation of an extensive reading programme in primary schools in Malawi, one of the poorest countries in Africa. The programme involved the delivery of book boxes at Years 4 and 5 to every Malawian primary school. Summative evaluation was achieved through baseline and project-end testing, with observations and interviews employed for illuminative purposes. A time-lapse design was employed, with testing in 1995 of Year 6 students (who had not had the programme in Years 4 and 5), and retesting in 1999 of Year 6 students in the same schools (who had had the programme in Years 4 and 5). Results unexpectedly showed a statistically significant decrease in mean score. The article explores deficiencies in programme implementation, but concludes that implementing educational innovations in Malawi requires sensitivity to the cultural-educational context. Furthermore, there is merit in Malawians radically questioning the appropriacy of innovations.

**Yamashita, J. (2007). The relationship of reading attitudes between L1 and L2: An**



**investigation of adult EFL learners in Japan, TESOL Quarterly, 41(1), 81-105.**

389--This study investigated the transfer of reading attitudes from L1 to L2, drawing on the linguistic threshold hypothesis. Participants were Japanese university-level EFL students. Their L1 and L2 reading attitudes were estimated using a Likert scale, and their L2 proficiency was measured using a test. The study found that the students' L1 and L2 reading attitudes were different. Multiple regression analyses identified significant contributions of L1 reading attitudes in explaining L2 attitudes. The contribution of L2 proficiency was also significant in many cases but very small. Moreover, no evidence was found that the contribution of L1 reading attitude increases at higher levels of L2 proficiency. The study thus demonstrated that reading attitudes transfer from L1 to L2, but as distinct from transfer of reading abilities and strategies, the influence of L2 proficiency is much weaker and the notion of a linguistic threshold does not apply to the transfer of reading attitudes from L1 to L2.

["Learners who have a positive attitude toward L1 reading are more or less likely to keep it in L2 reading even if they are, at a certain point of their development, not very successful L2 readers. Such learners have the potential to improve in L2 reading in the future, because their positive reading attitude is likely to motivate them to reading in L2. Teachers should encourage such learners by, for example, suggesting reading materials at an appropriate linguistic level for them" (pp. 102-103).

**Yau, Y. T. A. (2007). A study of the extensive reading scheme in a secondary school using Chinese as a medium of instruction through the views of secondary three students with a wide range of abilities and their teachers. Unpublished master's thesis, The University of Hong Kong.**

429--This is a qualitative study which aims to investigate the perceptions of students with a range of abilities on extensive reading and the extensive reading scheme at school to see if there are any differences among them, and to compare the views of students and teachers to

see if there is any mismatch between their expectations of the current reading scheme. Twelve secondary three students with a range of language abilities and three reading teachers in a CMI (Chinese as the Medium of Instruction) secondary school participated in the study and individual interviews were conducted. Results showed that students generally had a positive view towards extensive reading despite their different language levels. However, differences in students' views on extensive reading and the extensive reading scheme indicate that students of different language abilities do have different interests and needs. Differences are particularly evident in their perceived gains in reading comprehension and writing as well as their preferred in-class activities. This implies that the one-size-fits-all approach for conducting the reading lesson may not work for students across the whole form. As revealed from the study, there was also a gap between students and reading teachers in their understandings of extensive reading, and their expectations of the reading scheme. For instance, students and teachers have different interpretations for the role of reading teachers. Such mismatches may also hinder the effectiveness of the current extensive reading scheme. In light of the findings of the study which suggest a need to consider students' views, and with reference to the problems of the extensive reading scheme identified by the participants, a number of recommendations for the reading teachers and school administration for improving the extensive reading scheme of the school are made.

**Yoshida, E. (2007). A case study of learning collocations from extensive reading.**

**Unpublished thesis presented to Notre Dame Seishin University.**

408--This case study assessed the learning of 13 adjectives and their 53 adjective-noun collocations from extensive reading with three ESL learners. In order to ensure that the test items were unknown to the subjects, the 13 adjectives were replaced by substitute words

throughout five graded readers. The subjects were asked to read the texts and then given four tests: 1) a word-form recognition test; 2) a meaning test; 3) an unprompted productive collocation test; and 4) a prompted productive collocation test. The results show that extensive reading clearly promoted the learning of collocations. Thus, extensive reading can be beneficial for learning new vocabulary because both meaning knowledge and collocational knowledge would develop through reading. It was also found that sensitive tests can be advantageous to the specific knowledge to be measured when assessing broader knowledge like productive collocational knowledge.

**Deckert, G. (2006). What helped highly proficient EFL learners the most? TESL Reporter, 39(2), 1-15.**

366--This study used self-report data to examine what participants felt was most helped them gain a high level of proficiency in English. Participants were 48 non-native English speakers from a variety of countries who were full-time faculty members at U.S. universities. They completed a questionnaire that asked them about their formal and informal experiences in learning English and asked them to rate the utility of the various types of experience and to make recommendations as to what might most help current ESL learners.

While results are not unambiguous, the researcher interprets the findings as supportive of an emphasis on language use and on participating in experiences that promote unconscious acquisition, rather than a focus on language usage and on working toward conscious learning of English. For example, one table in the article shows respondents' ranking of the usefulness of seven types of exposure to English. The two types of exposure ranked least useful are formal ESL classes prior to and during university, while the two highest ranked are using English as a teacher or professor and as a student in regular university classes. In another table, free reading was ranked as the most helpful out-of-class activity.

**Greenberg, G., Rodrigo, V., Berry, A., Brinck, T., & Joseph, H. (2006).**

**Implementation of an extensive reading program with adult learners.**

**Adult Basic Education, 16(2), 81-97.**

367--Extensive reading is an approach to teaching reading that has been utilized with English as a Second Language (ESL) learners, but not widely used in the adult literacy classroom. This article investigates whether this approach can be utilized in a classroom for adults who have difficulty with reading. A description of our implementation of extensive reading with adults who read between the third- and fifth-grade levels is provided, along with an analysis of their reading skills before and after instruction.

[\*\*We know very little about the importance of motivation in regard to reading and the adult learner. By describing a program that exposes adult literacy students to literature they find motivating, this article is an attempt to begin to fill this gap. Specifically, this article addresses the following research questions: Can an extensive reading approach be implemented in an adult literacy classroom? If yes, what does it look like? What are learner reactions to this approach? Are reading gains attained by learners who are exposed to this approach?]

**Irvine, A. (2006). Extensive reading and L2 development:a study of Hong Kong secondary learners of English. Unpublished PhD thesis. Edinburgh: The University of Edinburgh.**

510--Although extensive reading is regarded by many practitioners as a potentially very useful means of assisting L2 development, experimental enquiry into its effectiveness has so far produced little more than a collection of somewhat disparate findings. Nor has any attempt

been made to categorically link any such research findings with second language acquisition theory. Consequently, we have no coherent, research-based theory of L2 extensive reading.

Using data from a large-scale project implemented in Hong Kong secondary schools, the L2 English writing of students participating in an extensive reading scheme as part of the school curriculum was compared to that of non-participant students. Samples of timed narrative writing from 392 students in Secondaries 2 and 3 were rated holistically on a scale of 1 - 6 for overall quality, grammatical complexity, grammatical accuracy, vocabulary range, coherence, spelling and conventions of presentation. A subset of 150 compositions from two control and two experimental classes were further evaluated on a range of objective measures.

Results from the two evaluation procedures were cross-referenced, and indicate that extensive reading in an L2 may benefit language development in quite specific ways. Findings are discussed within the context of current psycholinguistic and neurolinguistic theory and an explanation consistent with such theory is proposed. It is argued that, because it is likely to be subserved by a different memory system from that which subserves formal classroom instruction, extensive reading may enhance levels of automaticity, thus favouring the development of fluency, and, concomitantly, complexity and coherence. At low levels of L2 competence, extensive reading may also accelerate the acquisition of basic grammar through frequency effects.

**Kajinga, G. (2006). Teachers' beliefs regarding the role of extensive reading in English language learning: a case study. Unpublished M.A. thesis, Rhodes University, Grahamstown, South Africa. Retrieved August 16, 2006, from <http://eprints.ru.ac.za/291>.**

364--Research suggests numerous views to account for the influence on practice of teachers'

beliefs. One view states that teachers' lived experiences shape their beliefs about practice. Another view attributes the influence to school experiences. This research sets out to gain insight into teachers' beliefs on the role of extensive reading in second language learning. A case study of 9 teachers from 3 schools in Grahamstown, South Africa selected purposefully and conveniently was utilised. The teachers were viewed to be knowledgeable on this matter by virtue of their profession while the 3 schools were selected to represent a private school, a former Model C and former Department of Education and Training (DET) school. Data was mainly collected by means of semi-structured interviews, which utilised in-depth open-ended questions to yield teachers' past experiences. The findings revealed the following: all the teachers appeared to believe that extensive reading was invaluable and enhanced language skills. However, white and black teachers differed in terms of their early experiences of reading. Whereas for white teachers early experiences with literacy were encountered in the home, for black teachers the school was where they had their first exposure to literacy. In addition formal training in the form of an ACE (Advanced Certificate in Education) seemed to have influenced black teachers' beliefs about the subject at hand, whereas the role of teacher education/ training was not as significant for white teachers.

**Lee, S. (2006). A one-year study of SSR: University level EFL students in Taiwan. The International Journal of Foreign Language Teaching, 2(1), 6-8. Retrieved October 22, 2007, from <http://www.tprstories.com/ijflt/IJFLTWinter06.pdf>**

411--\*This one-year study looks at vocabulary learning from sustained silent reading. The subjects in both experimental and comparison groups were freshman non-English majors who were taking a required course in English as a foreign language, and they were not taking other English courses at the time of the study. The tests used for both groups included (1) a 100 item cloze test measuring reading ability, developed by Mason (2003), which was used as both a pre and post test; (2) vocabulary tests developed by Schmidt (2000) that test the 2000 level

words, 3000, 5000, 10,000 and academic vocabulary levels, with 30 items at each level, also used as both pre- and post-tests. Tests were given at the beginning of the academic year and at the end of the year. The results revealed that the experimental group significantly outperformed the comparison group on the combined vocabulary test, on the cloze test, and on three levels of the vocabulary test.

**Mason, B. (2006). Free voluntary reading and autonomy in second language acquisition: Improving TOEFL scores from reading alone. The International Journal of Foreign Language Teaching, 2(1), 2-5. Retrieved October 22, 2007, from <http://www.tprstories.com/ijflt/IJFLTWinter06.pdf>**

410--\*This paper reports an attempt to introduce students to free voluntary reading. Students who had completed classes in which they were involved in free voluntary reading of graded readers were encouraged to continue reading on their own in preparation for the Test of English as a Foreign Language (TOEFL). The results of this study suggests that it is possible to improve in a second language from input/reading alone, and that the benefits of reading extend to vocabulary and grammar. The results also suggest that at least some students can prepare quite well for the TOEFL in their own country. Finally, the results suggest that the courses these students took succeeded in making them autonomous language acquirers. To confirm that this is so, we need to investigate whether these students turn to reading on their own in the future to further improve their English.

**Murata, S. (2006). The rate of learning vocabulary from reading a set of graded readers. Unpublished M.A. thesis presented to Notre Dame Seishin University, Okayama, Japan.**

407--This study looked at the rate of learning vocabulary from a set of graded readers. To see the growth of vocabulary, firstly 10 graded readers were scanned and examined for what kind

of words were in the graded readers. The text was changed into the digital text by scanning. 44 words were selected as test words according to their occurrence rates. The occurrence rates were 101-125, 71-100, 51-70, 31-50, 10-30 and 1-9. The test words were all nouns and verbs. New spellings for the 44 test words were created to ensure that the word would be unknown to the subjects and the reading texts were changed accordingly. There were 13 subjects learning English as a foreign language. The subjects were asked to read the five graded readers and take comprehension tests. After that they had 3 types of test to measure their vocabulary growth. The tests were a collocation test, a translation test and a multiple-choice test. The results show that learned some words from reading but the knowledge was easily forgotten. Also the subjects acquired collocation from reading quite well, but there was no remarkable difference in acquisition scores between the words they met over 100 times and those they met around 50 times. This implies that learners need to read more graded readers than have been recommended as a result of previous research

**Pigada, M, & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18(1), 1-28. Retrieved April 20, 2006, from <https://nflrc.hawaii.edu/rfl/item/114>**

357--"A number of studies have shown that second language learners acquire vocabulary through reading, but only relatively small amounts. However, most of these studies used only short texts, measured only the acquisition of meaning, and did not credit partial learning of words. This case study of a learner of French explores whether an extensive reading program can enhance lexical knowledge. The study assessed a relatively large number of words (133), and examined whether one month of extensive reading enhanced knowledge of these target words' spelling, meaning, and grammatical characteristics. The measurement procedure was a one-on-one interview that allowed a very good indication of whether learning occurred. The study also explores how vocabulary acquisition varies according to how often words are



encountered in the texts. The results showed that knowledge of 65% of the target words was enhanced in some way, for a pickup rate of about 1 of every 1.5 words tested. Spelling was strongly enhanced, even from a small number of exposures. Meaning and grammatical knowledge were also enhanced, but not to the same extent. Overall, the study indicates that more vocabulary acquisition is possible from extensive reading than previous studies have suggested. See also:

Taylor, A. (2006). Text selection and frequency: Comments on Pigada and Schmitt (2006). *Reading in a foreign language*, 18(2), 116-117. <https://nflrc.hawaii.edu/rfl/item/117>

**Pino-Silva, J. (2006). Extensive reading through the Internet: Is it worth the while? *The Reading Matrix*, 6 (1), 85-96. Retrieved April 20, 2006, from <http://www.readingmatrix.com/articles/silva/article.pdf>**

358--Reading materials written in English is the prime goal of many reading programs around the world. Extensive reading (ER) has for years aided new students at my institution to gradually acquire large vocabularies and other sub-skills that are needed to read fluently. To continue to do that effectively, a new scheme involving the use of internet - called w-ERP, - was set in place in collaboration with the students.

The main focus of this article is to describe the 3phase, gradual process that led to the current design of the web-based ER scheme. The paper begins with a brief discussion of ER, reading on line (RO) and self-directed learning as part of the rationale for the new scheme.

Participants' preliminary data on the benefits and potentials for learning to read and reading for learning other things are discussed.

**Smith, K. (2006). A comparison of "pure" extensive reading with intensive reading and extensive reading with supplementary activities. The International Journal of Foreign Language Teaching, 2(2), 12-15. Retrieved October 26, 2007, from <http://www.tprstories.com/ijflt/IJFLTFall06.pdf>**

412--Fifteen and sixteen year old students of English as a foreign language in Taiwan who participated in a "pure" extensive reading program made better gains in vocabulary and reading comprehension (cloze tests) than comparisons in "intensive" reading programs and extensive reading supplemented with activities in which students summarized and evaluated what they read. The advantage for the reading-only group was only evident for the first semester. All groups made similar gains the second semester of the project.

**Stewart, D. (2006). Should our students be using dictionaries for extensive reading? ETJ Journal, 7(1), 9-10. Retrieved May 10, 2007, from <http://www.davidenglishhouse.com/journalpdfs/vol7no%201/Usingdictionaries.pdf>**

391--\*This article summarizes different points of view on dictionary use during extensive reading. It reports an experiment with 286 junior high school students in Japan that related reading level, dictionary use, and improvement in SLEP scores after eight months: Low level readers who occasionally used a dictionary improved more than those who never used one or those who used a dictionary a lot. But with medium level readers, it was students who never used a dictionary who improved the most. The author concludes that students should be given the choice of whether to use dictionaries or not. Those who use dictionaries need dictionary skills, the teaching of which is outlined in the article. Dictionary users should be encouraged to reach the point where they no longer need to use a dictionary when reading extensively.

**Taguchi, E., Gorsuch, G. J. & Sasamoto, E. (2006). Developing second and foreign language reading fluency and its effect on comprehension: a missing link. The Reading Matrix 6(2), 1-18. Available:**

**[http://www.readingmatrix.com/articles/taguchi\\_gorsuch\\_sasamoto/article.pdf](http://www.readingmatrix.com/articles/taguchi_gorsuch_sasamoto/article.pdf)**

576--Reading fluency has been a major concern in reading research and education in English L1 settings for the past three decades. Extensive research has explored various types of instructional methods to develop reading fluency in the hope of improving reading comprehension directly and indirectly as a result. Contrary to the increasingly important role reading fluency has been given in English L1 settings, it has attracted scant attention in L2 and FL settings because it is expected to grow naturally as reading skills develop. Some preliminary studies on reading fluency in L2 or FL contexts have directed the attention of researchers and educators to the issue of whether reading fluency plays a crucial role in successful reading comprehension, as opposed to fluency being a byproduct of reading skills development. This paper is an attempt to examine theoretical and pedagogical issues that address reading fluency in L2/FL settings. Based on research findings in English L1 and L2/FL settings, this paper also makes suggestions for future research and instruction.

**Taylor, A. (2006). Alan Taylor Factors associated with glossing: Comments on Ko (2005) Reading in a Foreign Language, 18(1),72-73. <https://nflrc.hawaii.edu/rfl/item/117>**

736--\*Ko's study is important because the second language (L2) glossing experimental group has a larger overall mean than the first language (L1) group and the L2 group mean is significantly higher than that of the control (no gloss) group. Such results are noteworthy because they suggest that L1 glosses should not be used for the more advanced L2 learner, which helps keep the class in the L2. Furthermore, the study is significant because more L2 gloss use may encourage deeper processing of the glossed items as it may do for vocabulary learning (see, e.g., Grace, 1998). Interestingly, Ko's results are predictable for two reasons at

which she has already hinted: 1) The testing instrument was in the L2; and 2) the text level compared to the student level was not high enough to warrant the consultation of the L1 glosses. Ko correctly mentions that the type of testing instrument can influence the results. Besides test type, I would like to emphasize that the language of the test is very important as well. If the text, the glosses, and the test are all in the L2, it should not be too unexpected that the L2 gloss group does well - especially with higher-intermediate learners of English who may be more comfortable reading and testing in the L2. With regard to learner and text level, an interesting experiment that sheds light on Ko's results is Joyce's 1997 study, in which she found that glossing has a differential effect, depending on the level of the learner. In other words, there seems to be a certain fit between learner level and text level. Thus, if the text is fairly simple to understand for a more intermediate to advanced L2 reader, there is little reason to consult the L1 glosses. Furthermore, if there is traditional glossing (the teacher chooses the items), such as that in Ko's study, the L2 reader may not actually need the targeted items. This introduces another aspect that is important to consider in future studies - whether L1 or L2 glossing in a computer-assisted language learning (CALL) environment may be more effective in L2 reading comprehension, as CALL glossing can be tailored to the needs of the student and potentially dramatically increases comprehension (e.g., Hayden, 1997; Stoehr, 1999).

**Tekmen, E. A. F. & Daloglu, A.(2006). An investigation of incidental vocabulary acquisition in relation to learner proficiency level and word frequency. *Foreign Language Annals*, 39(2), 220-243.**

362--[Abstract]

This study examined the relationship between learners' incidental vocabulary acquisition and their level of proficiency, and between acquisition and word frequency in a text. Participants were Turkish learners of English at three proficiency levels. One reading text and four

vocabulary tests were administered over a two-week period. Analysis of the data revealed lexical gains from reading were significant for each group ( $p < .05$ ). The higher proficiency groups were able to acquire more words than lower level groups. Word frequency in the text was also a significant factor in vocabulary acquisition ( $p < .05$ ), with 29% of the variance in acquisition being accounted for by frequency. However, frequency did not play a greater role in the vocabulary acquisition of lower level learners than in that of higher level learners.

[From the concluding paragraph]

....A well-designed extensive reading program, using graded readers for beginning and intermediate learners, and more authentic texts for advanced learners may be an optimal method for L2 learners to enhance vocabulary knowledge. Explicit instruction seems particularly important in helping learners to reach the 3,000 word level, at which time they will be better able to read authentic texts....

**Tran, A. (2006). Modified extensive reading for English-language learners. *Reading Improvement*, 43(4), 173-178.**

369--Based on a number of publications within the last five years, this article starts with an observation that vocabulary instruction for English-Language Learners is still not given adequate attention. In an attempt to improve the situation, the author suggests a modified approach to extensive reading for vocabulary and reading development. The article begins with a summary of Frank Smith's assumptions on the nature of reading, and then the benefits of Krashen's approach to extensive reading. Next, the author reports and discusses her experience with extensive reading. The article concludes with

suggestions of appropriate reading materials for vocabulary and reading development.

**Yoshii, M. (2006). L1 and L2 Glosses: Their Effects on Incidental Vocabulary Learning. *Language Learning & Technology*, (10)3, 85-101. <http://dx.doi.org/10125/44076>**

778--This study examined the effectiveness of L1 and L2 glosses on incidental vocabulary learning in a multimedia environment. The investigation included the effects of additional pictorial cues in L1 and L2 glosses, and how these additions affect vocabulary learning. The analyses of a mixed design repeated measures 2 (L1, L2) X 2 (picture, no picture) X 2 (immediate test, delayed test) analysis of variance (ANOVA) indicated no significant differences between L1 and L2 glosses for definition-supply and recognition tasks and showed significant differences between picture (text-plus-picture) and no-picture (text- only) glosses for definition-supply test only. The results also revealed significant interaction effects between languages and tests indicating that L1 and L2 groups showed different patterns of vocabulary retention over time. Findings suggest that both L1 and L2 glosses are effective for incidental vocabulary learning, but long-term retention may differ between the two types; and that the effect of additional visual cues on vocabulary learning may rely on the nature of the tasks given.

**Brantmeier, C. (2005). Nonlinguistic variables in advanced second language reading: Learners' self-assessment and enjoyment. *Foreign Language Annals*, 38(4), 494-504.**

368--The present study on second language (L2) reading and individual difference variables (IDVs) examines learners' self-assessed ability level and enjoyment and the effects of these factors on two different measures of comprehension. The investigation controls for topic

familiarity differences by gender and the study utilizes the authentic short story *Aniversario* by Luis Romero (Virgillo, Friedman, & Valdivieso, 1998). During regular class period [sic], 88 participants from advanced grammar courses completed the following: (a) a questionnaire about general L2 reading abilities and enjoyment, (b) a reading passage, (c) a written recall task, (d) multiple-choice questions, and (e) a questionnaire concerning topic familiarity. Propositions in the text were analyzed for pausal units and recalls were scored for such units (Bernhardt, 1991). Results revealed that students believed they were satisfactory readers of Spanish and they generally enjoyed reading in Spanish. As predicted, levels of self-assessed abilities positively correlated with levels of enjoyment. The study yielded significant effects for both self-assessed ability and enjoyment on written recall (an open-ended assessment task), but no such effects were found on the multiple-choice questions (a task including retrieval cues). The study revealed that at the advanced levels of language instruction learners' self-assessment of their L2 reading ability was quite accurate, in terms of written recall. The findings suggest that the study of the variables self-assessment and enjoyment, in association with other L2 reading factors such as metacognition, anxiety, and motivation, may contribute to a better understanding of L2 reading comprehension.

[\*The study suggests that enjoyment has an impact on the L2 reading process. This, together with the nature of an extensive reading approach, in turn suggests that instructors might use extensive reading to enhance abilities and affective responses to reading.]

**Chujo, K. & Utiyama, M. (2005). Understanding the role of text length, sample size and vocabulary size in determining text coverage *Reading in a Foreign Language*, 17(1),1-22.**  
**<https://nflrc.hawaii.edu/rfl/item/95>**

734--Although the use of text coverage to measure the intelligibility of reading materials is increasing in the field of vocabulary teaching and learning, to date there have been few studies which address the methodological variables that can affect reliable text coverage calculations. The objective of this paper is to investigate how differing vocabulary size, text length, and sample size might affect the stability of text coverage, and to define relevant parameters. In this study, 23 varying vocabulary sizes taken from the high frequency words of the British National Corpus and 26 different text lengths taken from the Time Almanac corpus were analyzed using 10 different sample sizes in 1,000 iterations to calculate text coverage, and the results were analyzed using the distribution of the mean score and standard deviation. The results of the study empirically demonstrate that text coverage is more stable when the vocabulary size is larger, the text length is longer, and more samples are used. It was also found that the stability of text coverage is greater from a larger number of shorter samples than from a fewer number of longer samples. As a practical guideline for educators, a table showing minimum parameters is included for reference in computing text coverage calculations.

**Claridge, G. (2005). Simplification in graded readers: Measuring the authenticity of graded texts. *Reading in a Foreign Language*, 17(2), retrieved October 15, 2005, from**  
**<https://nflrc.hawaii.edu/rfl/item/106>**

334--This study examines the characteristics and quality of simplification in graded readers as compared to those of 'normal' authentic English. Two passages from graded readers are compared with the original passages. The comparison uses a computer programme, RANGE (Nation and Heatley, 2003) to analyse the distribution of high and low frequency words in the passages. This is supported by a comparison of the texts in terms of Swaffar's (1985)



characteristics of authentic message. The present study is in part a reanalysis and extension of Honeyfield's (1977) seminal study of simplification, but it reaches different conclusions. By not making the simplified versus original text comparison in absolute terms, but in terms of the respective readers, it finds that patterns of use of structure, discourse markers, redundancy, collocations, and high and low frequency vocabulary, are similar in both original and simplification. This suggests that the writing in well-written graded readers can be, for its audience, experienced as authentic and typical of 'normal' English.

**Cobb, T. (2005). The case for computer-assisted extensive reading. Contact, Special Research Symposium Issue 31(2) [online], TESOL Ontario, 2005.**

**[http://www.er.uqam.ca/nobel/r21270/cv/comp\\_assist\\_er.htm](http://www.er.uqam.ca/nobel/r21270/cv/comp_assist_er.htm) (Accessed: November 8, 2005)**

336--Almost 10 years ago, Cobb & Stevens (1996) argued that the flood of text about to go online should be a boon for second language learners, and we proposed a number of ways that computers would be able to not only deliver this expanded supply of text but also enhance the amount of learning the text could provide by processing it in various ways both prior to and during delivery. In 2005, it seems safe to say that the amount, quality, diversity, and availability of such text has exceeded expectations. And yet it is not clear that the computer for its part is serving as more than delivery vehicle. This is a pity, because just as the text was more than expected, so are the opportunities for computers to do much more than simply download, distribute and print. Computer programs, accessing large shared text repositories, have a tremendous potential to both resolve old questions for teachers/course designers, and provide new and unique opportunities for large numbers of learners at low cost. I will

provide concrete instances of questions resolved and opportunities provided in one exemplary domain, the theory and practice of extensive reading. Some parts of this paper take the form of a response to Krashen, a noted proponent of "buying books, not computers" if it comes to a choice. I hope to convince the reader that books and computers are now complements rather than choices.

**Fritze, J., & Rowan, K. (2005). Access to books and a quiet comfortable place to read: A practical guide to establishing a free voluntary reading program. *The International Journal of Foreign Language Teaching*, 1(4), 27-29. Retrieved October 21, 2007, from <http://www.tprstories.com/ijflt/IJFLTFall05>**

405--\*This practical paper discusses two main problems in creating classroom libraries for free voluntary reading programs: limited access to books and lack of conducive environments to read. Suggestions to overcome the problems include checking out the children's books from the public library, downloading and printing on-line books, offering Scholastic order forms to students, contacting book companies that sell Children's Books at low cost, mounting standard hardware store rain gutters to the wall or begging book racks from the library, asking for donations of bean bags, large pillows or comfortable chairs, and encouraging students to take the titles that are interesting to them.

**Green, C. (2005). Integrating extensive reading in the task-based curriculum. *ELT Journal*, 59, 306-311.**

347--Extensive reading has for many years been seen as an important and motivating means of improving general language proficiency in a second language. This article argues that while extensive reading per se is an important medium for long-term second language acquisition, extensive reading schemes may not be the most effective means of promoting acquisition. This

argument springs from the disappointing results of the implementation of the Hong Kong Extensive Reading Scheme in English, which are described in the article. The article presents the view that extensive reading is too important an activity to be confined within the hermetic bounds of a scheme. Instead, it is argued, extensive reading should be incorporated fully in the language curriculum as a vital component of a task-based approach to second language learning.

**Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. Canadian Modern Language Review, 61, 355-382. Available: <https://erfoundation.org/bib/bibdocs/horst2005.pdf>**

335--Many language courses now offer access to simplified materials graded at various levels of proficiency so that learners can read at length in their new language. An assumed benefit is the development of large and rapidly accessed second language (L2) lexicons. Studies of such extensive reading (ER) programs indicate general language gains, but few examine vocabulary growth; none identify the words available for learning in an entire ER program or measure the extent to which participants learn them. This article describes a way of tackling this measurement challenge using electronic scanning, lexical frequency profiling, and individualized checklist testing. The method was pilot tested in an ER program where 21 ESL learners freely chose books that interested them. The innovative methodology proved to be feasible to implement and effective in assessing word knowledge gains. Growth rates were higher than those found in earlier studies. Research applications of the flexible corpus-based approach are discussed.

**Hunt, A. & Beglar, D. (2005). A framework for developing EFL reading vocabulary. Reading in a Foreign Language, 17(1), 23-59. Retrieved April 27, 2007, from <https://nflrc.hawaii.edu/rfl/item/96>**

387--Effective second language vocabulary acquisition is particularly important for English as a foreign language (EFL) learners who frequently acquire impoverished lexicons despite years of formal study. This paper comprehensively reviews and critiques second language (L2) reading vocabulary research and proposes that EFL teachers and administrators adopt a systematic framework in order to speed up lexical development. This framework incorporates two approaches: 1) promoting explicit lexical instruction and learning strategies; and 2) encouraging the use of implicit lexical instruction and learning strategies. The three most crucial explicit lexical instruction and learning strategies are acquiring decontextualized lexis, using dictionaries and inferring from context. Implicit lexical instruction and learning can take many forms including the use of integrated task sets and narrow reading; however, this framework emphasizes extensive reading, which is arguably the primary way that EFL learners can build their reading vocabulary to an advanced level. The principal notion underlying this framework is that the most effective and efficient lexical development will occur in multifaceted curriculums that achieve a pedagogically sound balance between explicit and implicit activities for L2 learners at all levels of their development.

**Jackson, K. (2005). Rewarding reading. English Teaching Professional, Issue 39, 15-18.**

344--\*The author explains how she influenced her non-L2-reading students by being a role model of a reader, and by giving them an orientation in extensive reading. Based on the results of a reading questionnaire, she decided to try and increase the low reading motivation of some students, while encouraging the more highly motivated but non-reading

students to read. She also noted that her students tended to read extensively at too high a level, and lacked awareness of the reasons for extensive reading, and how to go about it successfully. Her role modeling included reading for pleasure in both L1 and L2 and talking to students about books she had enjoyed (and having students do the same).

Orientation included contrasting intensive and extensive reading, discussing the use of dictionaries while reading, and explaining how to select books that can be read fluently. While the number of books her students read was small, a post-course questionnaire found positive changes in attitude and reading behaviour, for example, the number of students who habitually looked up words while reading decreased from 31% to 16.6%.

**Kim, H., & Cho, K-S. (2005). The influence of first language reading on second language reading and second language acquisition. The International Journal of Foreign Language Teaching, 1(4), 13-16. Retrieved October 21, 2007, from <http://www.tprstories.com/ijflt/IJFLTFall05>**

404--\*This study examines the reading habits of students of English as a foreign language in Korea, investigating the relationship between frequency of reading in the first and second language. The results are consistent with the hypothesis that reading habits transfer. The finding that those who report more pleasure reading in the first language also report more in the second language indicates that first language reading has a positive impact on second language development. The effect, however, is indirect, mediated through pleasure reading done in the second language.

**Ko, M.H. (2005). Glosses, comprehension, and strategy use, Reading in a Foreign Language,**

735--This study, using both qualitative and quantitative measures, investigates how different types of gloss conditions affect Korean college students' reading comprehension. One hundred and six undergraduates at a university in Korea participated in the study. Twelve were assigned to think aloud, and the rest (ninety-four) took part in the main study only. They read the material under one of three conditions: no gloss, Korean gloss (L1 glossing), and English gloss (L2 glossing). After reading, they were asked to take a multiple-choice reading comprehension test and to answer a questionnaire. The results of the quantitative analyses indicated that only the second language (L2) gloss condition significantly affected students' reading comprehension. However, the think-aloud protocols revealed that both types of glossing made their reading comprehension smoother and faster than was possible for those who read without glosses. In other words, even first language (L1) glosses enabled them to comprehend more easily while reading, although statistics did not indicate a significant difference between the no gloss and L1 gloss conditions. When surveyed, learners showed their preference for glosses in the margin: more than 62% of the learners favored L2 glosses for their reading material.

**Lee, K. K. (2005). Ways of integrating ICT in extensive reading: a case study. Unpublished master's thesis, The University of Hong Kong.**

430--The Extensive Reading Grant has started since 1997. Under the plan, various reading programmes are being done. The common practice is to set up a reading time. With the promotion of information technology, online reading programmes develops rapidly in schools. The technology is changing the nature of literacy and so the ways of conducting reading has to be changed accordingly. This research tries to study the strengths and weaknesses of these two kinds of reading models so as to find out the best ways to conduct the Extensive Reading Programme effectively. Computer assistant learning will be a way for independent and life-long

learning. As parents and teachers are complaining students who play too much computer games and read too little, it is interesting to see how much the computer can contribute in extensive reading.

In this study, a qualitative research will be carried out to study the common practice in running the Extensive Reading Programme in schools. The specific concern is to evaluate its effectiveness and limitation of the reading schemes with Day and Bamford's characteristics of successful extensive reading programmes. By doing so, it is necessary to define the meaning of reading and extensive reading. Since most schools in Hong Kong are in band 3, and the reading culture in these schools is relatively weaker than those in band 1 and band 2 schools, appropriate reading activities are crucial to less motivated students. In viewing this, my case study will be carried out in a band 3 school.

The reading programmes in this school to be studied involve two reading modes. One is having a twenty-minute silent reading time called Morning Reading Session. The other is to ask students to do online reading exercises in the e-platform called Eng-class.com. The school made students to conduct Chinese online reading last year; and this year, English online reading initiates. Differences of these two reading modes will be evaluated. This study will focus on the ways to conduct successful extensive reading programme, particularly focusing on online reading because traditional reading mode is shifted as the development of the information technology. The study includes the resources available on computer; the involved tools, the factor affecting the usability of integrating ICT in extensive reading, the effectiveness of the online reading and the management of the extensive reading.

By doing the above, observation, questionnaires and interviews will be made to collect attitudinal data of integrating ICT in extensive reading. Consequently, the main themes of this

research will be placed on ways of integrating ICT in Extensive Reading that can be effectively draw students' interest in reading and suggest ways to build up their reading habits. It should be a way that can compromise the interest of surfing a computer and simultaneously having an extensive reading at the same time. It is a recommendation of implementation of a new Extensive Reading programme.

The following are the major research questions:

How well do the students perform in the traditional extensive reading programme and online reading programme?

Can online reading replace the traditional silence reading method?

How can teachers run the extensive reading programme with the help of ICT?

How is the mode of reading change?

The major literature review and conceptual framework will be based on the following headings:

ICT and extensive reading

definition of reading and extensive reading

online reading

**Lee, S. (2005). Sustained silent reading using assigned reading: Is comprehensible input enough? The International Journal of Foreign Language Teaching, 1(4), 10-12. Retrieved October 21, 2007, from <http://www.tprstories.com/ijflt/IJFLTFall05>**



402--\*There is consistent evidence that sustained silent reading (SSR) is effective. Students in SSR classes typically gain as much in reading comprehension as traditional students, and often gain more, especially when treatments last for longer than one semester (Krashen, 2004). SSR is usually self-selected reading. In this study, the author explored if assigned reading also works. This study compared assigned reading to traditional EFL instruction at the college level. It reports a modest victory for assigned reading over traditional instruction in vocabulary growth. The author concludes by suggesting that for reading to do a reader any good, to result in language and literacy development, it needs to be more than comprehensible. It needs to be interesting, or even compelling.

**LeLoup, J. W. & Ponterio, R. (2005). On the net: Vocabulary support for independent online reading. *Language Learning & Technology*, 9(2), 3-7. Retrieved from <http://lt.msu.edu/vol9num2/net/default.html>**

529--Frequent reading practice is one of the best ways to develop vocabulary and improve reading comprehension. Extensive reading (reading large amounts of text without worrying too much about details or looking up all vocabulary) and intensive reading (closely examining meaning and structures to be sure you figure out all the details) are both highly productive vocabulary builders in their own way (Munby, 1979). The accessibility of a huge variety of authentic reading material online is a boon to all who wish to use and practice their language skills in the real world. Independent online reading is also an excellent way to encourage the motivated learner to become engaged in real interpretive communication by reading authentic texts for interesting content rather than solely for language practice. This practice also builds on the Connections and Communities standards by (a) connecting to other subject areas of particular interest to the individual learner and (b) starting them down the path of lifelong learning and showing them how they can continue to use the language long for their own

purposes long after they have left school (National Standards, 1999). In a previous column, "Literacy: Reading on the Net" we examined some sites that could help teach reading. In this column, we will look at a couple of sites that can help students read on their own.

**Liem, D. H. (2005). Using extensive reading to enhance students' perceptions and their reading ability. Unpublished master's thesis, King Mongkut's University of Technology, Thonburi, Thailand.**

359--This study aims at investigating the effects of extensive reading on subjects' perceptions about their reading ability, and the metacognitive strategies used while doing extensive reading. The study also looks at the use of cognitive and social-affective strategies during subjects' extensive reading.

The subjects involved in this study were six students majoring in Computer Science at Saigon Institute of Information Technology in Saigon, Vietnam. The instruments used were a set of questionnaires (pre- and post-questionnaire) for both quantitative and qualitative data collection. All the subjects were required to write their reflections on forms about their reading experience and performance during the seven weeks of the study.

The result of the study revealed that extensive reading has a positive effect to enhance the subjects' perceptions about their reading ability, and to increase their motivation in reading English.

The data from the pre-questionnaire and the pre-interview showed that

the students had some knowledge about metacognitive and cognitive strategies for reading, though they did not have proper or full knowledge about how and when to use those metacognitive strategies to plan and monitor their reading. The data from the post-questionnaire, the post-interview and the reflection forms showed that the extensive reading program has brought the subjects a chance to review and understand more about the metacognitive strategies they have acquired before, and to apply these strategies by themselves to manage their reading. It can also be seen that metacognitive and cognitive strategies are interrelated during subjects' extensive reading.

From this study, it can be seen that extensive reading might be a prominent trend of reading to help students develop their reading autonomy, and should be encouraged to be applied in Vietnam and other Asian countries.

**Mason, B. (2005, February). Vocabulary acquisition through storytelling. *TextESOL III Newsletter*, 3-5.**

338--\*In this study, I attempt to confirm that listening to stories leads to the acquisition of vocabulary, and also attempt to determine how efficient this acquisition is, that is, how it compares to direct instruction. . . . The first study showed no difference between a story method and a list-learning method for vocabulary learning on a delayed posttest. The second study found no difference in efficiency in vocabulary learning between storytelling and storytelling supplemented with vocabulary learning activities. These findings are consistent with

the results of previous studies showing that hearing stories results in vocabulary development. The results appear to be consistent with [Krashen's] Comprehension Hypothesis, which claims that language development is the result of the comprehension of messages. Available at: <http://www.benikomason.net/articles/storytelling/index.html>

**Mason, B. (2005, June). Extensive Reading; Why do it, how to do it, how not to do it. ELT News. Retrieved October 10, 2005 from <http://www.eltnews.com/features/special/031.shtml>**

332--\*This short article summarizes Krashen's Comprehension Hypothesis ("language and literacy development occur in only one way, when we understand messages"), and notes the reading and language gains made by self-selected readers compared to students receiving traditional instruction. Adding a lot of output-oriented activities such as speaking and writing to extensive reading is misguided for they take time away from reading. The teacher's active roles in extensive reading class are explained. The article concludes with the point that light extensive reading is an important "bridge" in language development, making more advanced stages such as academic reading possible. [Also available at: [http://www.benikomason.net/articles/er\\_how\\_to\\_do\\_it/index.html](http://www.benikomason.net/articles/er_how_to_do_it/index.html)

**Phillips, S. (2005). The effects of an intensive reading programme on the academic performance of post-matric English Second Language students in science. Unpublished Master's thesis, University of South**

396--Reading is considered to be a vital skill for academic success, yet it is seldom taught to or practised with students. Students begin to 'read to learn' during primary and secondary schooling. However, at tertiary level the academic demands are much greater than before and involve more extensive reading of conceptually more complex texts. This study investigates the implementation of an intensive reading programme for post-matric English Second Language Science students, based on the assumption that reading improves reading. In addition, this study investigates the effect that reading ability has on academic performance in Science, which relies inter alia, on the ability to read, comprehend and interpret word problems. An intervention group and a control group were used to ascertain the effects of an intensive reading programme and the findings suggest that any reading (intensive or extensive) improves reading and language skills. This in turn impacts on academic performance in Science, if students have an ability in Science to begin with.

**Powell, S. (2005). Extensive reading and its role in Japanese high schools. *The Reading Matrix*, 5(2), 28-38.**

356--\*Despite the many language acquisition benefits frequently ascribed to Extensive Reading, it has yet to gain widespread acceptance in Japanese high schools. This is somewhat surprising, since teachers are constantly searching for ways to motivate and interest students, and Extensive Reading (ER) not only improves learners' reading abilities

and aids the development of a variety of other language skills, but also provides the basis for a whole range of speaking, writing and listening activities. It is therefore perfectly compatible with, and a useful complement to, a communicative-approach based language class.

This article therefore supports the view that ER has a useful role to play in high school English teaching at all levels. It begins by reviewing the theory behind ER and the evidence for its benefits. It then reports on a survey carried out at a high school which already has a functioning Extensive Reading programme, and which appears to confirm that not only do students come to enjoy ER, but that it also contributes to improvements in ability and attitude. Finally, some suggestions are made as to how teachers might help their learners maximize the benefits of their ER programme.

**Ruiz Cecilia, R., & Guijarro Ojeda, J. R. (2005). Introducing reading journal in the EFL classroom. In M. Singhal & J. Lontas (Eds.), Proceedings of the Second International Online Conference on Second and Foreign Language Teaching and Research, September 16-18, 2005. Retrieved November 24, 2006 from [http://www.readingmatrix.com/conference/pp/proceedings2005/cecilia\\_ojeda.pdf](http://www.readingmatrix.com/conference/pp/proceedings2005/cecilia_ojeda.pdf)**

365--In this paper we aim at presenting Reading Journals as an innovative tool within EFL settings. We tackle this issue from the point of view of the reader (as co-creator of meaning) rather than prioritizing only the meaning as simply expressed in the text. Thus we present the designing of a Reading Journal where self-perceptions and interests flow smoothly from the reader.

**Al-Rajhi, Ali (2004) Joining the online literacy club: Internet reading among Saudi EFL**

**learners. Ph.D. dissertation, Indiana University of Pennsylvania, United States --**

**Pennsylvania. Retrieved from ProQuest Digital Dissertations database. (UMI Publication No. AAT 3149714).**

350--Research indicates that extensive reading has been an effective approach for learning a language and therefore, more investigation in different contexts is needed. One major requirement for the success of the extensive reading approach is the availability of large amounts of materials for doing extensive reading. In many countries including Saudi Arabia, it has not been easy to gain access to such materials; however, the Internet has become as a potential solution for the lack of these materials.

This qualitative research explores the experiences of Saudi female and male EFL learners in doing extensive reading through the Internet. Five female and five male Saudi EFL learners are interviewed in this study. A skeptical group of three females and two males was added to the study to learn more about their attitudes towards Internet reading. Samples of the participants' writing that were written over a period of time are analyzed. Emails are used for facilitating and arranging the interviews and for follow up questions whenever needed. Using multiple qualitative methods including interviews, documents, and emails, this study attempts to answer three research questions about the attitudes and beliefs of the participants concerning the following issues: (1) the benefits, features, and problems of Internet reading; (2) the impact of Internet reading on the participants, writing styles; (3) the impact of Internet reading on the participants, cultural-awareness.

This study shows that the majority of the participants have positive attitudes and successful experiences with Internet reading. The participants stated that Internet reading has many benefits, features and some problems. Based on the responses of this study, Internet reading has a positive impact on writing styles as well as cultural awareness.

**Alshwairkh, Sami A. N. (2004) Learning vocabulary through Internet reading: Approaches and attitudes of ESL MBA students. Ph.D. dissertation, Indiana University of Pennsylvania, United States -- Pennsylvania. Retrieved from ProQuest Digital Dissertations database. (UMI Publication No. AAT 3149715).**

348--Vocabulary is an integral part of language. Without adequate vocabulary knowledge, a second language learner's conversational fluency and reading comprehension suffer. Today, many ESL students have access to the Internet, where they can read extensively in L2 and improve their reading skill as well as vocabulary knowledge. This dissertation project is a qualitative study that describes the approaches and attitudes of ESL business students towards learning vocabulary through Internet reading. It also examines the participants' vocabulary knowledge throughout an 8-week period.

Eighteen advanced ESL MBA students participated in the present study. They were divided into two groups of 9 students each, referred to as readers and non-readers. Both groups were asked to complete a questionnaire and take a pretest and posttest, in order to assess their receptive vocabulary size. Readers were asked to read extensively on the Internet, keep regular vocabulary logs, write journal entries, participate in interviews, and take a final vocabulary written test that assessed the deep knowledge of the vocabulary items they attempted to learn during the 8-week period.

The results showed that readers scored higher in the posttest, compared to their mean score in the pretest, while non-readers maintained the same mean score both in the pretest and posttest. In the vocabulary interviews, the readers' scores at the word familiarity and word meaning levels were higher than their scores at the word form and word usage levels. Similarly, in the final vocabulary written test, readers obtained relatively high scores at the word meaning level, while their scores at the word usage level were relatively low.



Based on the interviews, the journal entries, and the vocabulary logs, readers read extensively on the Internet about a wide range of topics such as business, entertainment, health, politics, and shopping, in addition to reading academic articles. They also employed some common vocabulary learning strategies including guessing the word's meaning from context, using a dictionary, and keeping a vocabulary notebook. These participants showed positive attitudes towards extensive reading and vocabulary learning on the Internet.

**Ambatchew, Michael Daniel (2004) The effect of primary English readers on reading skills in Ethiopia: A study in African educational needs. D.Litt. dissertation, University of Pretoria (South Africa), South Africa. Retrieved , from ProQuest Digital Dissertations database. (UMI Publication No. AAT 0807900).**

349--For years the quality of Ethiopian education has been lamented over and one of the factors in the students' inability to benefit from their lessons is their lack of reading skills. In response, many organisations, such as The British Council, are providing primary schools with readers.

This thesis examines if there is any tangible effect on the students' reading skills by conducting a comparative study between two government schools that received a donation of primary readers through the Primary Readers Scheme of the British Council and two schools that did not.

To begin with a short review of the suitability of the readers selected by the teachers after an initial pilot scheme is made. Then 454 students were tested in this evaluation to check if there had been a significant improvement in the reading skills of the students in the school that received donations of supplementary readers.

It was found that there has been no significant increase in the students' reading abilities because government schools lack the capacity to utilise supplementary readers. Most of the librarians are not qualified, while the teachers, though qualified, lack training in how to use supplementary readers and also tend to be demotivated. Moreover, the administration and running of most of the schools libraries limit the books' accessibility. It is also very likely that the country's socio-economic situation in general and the children's backgrounds do not encourage the habit of reading for pleasure.

Consequently, modifications are necessary to maximise the benefits of extensive reading in the future, such as training teachers and librarians as well as encouraging supplementary reading amongst the students.

It concludes that though extensive reading schemes produce impressive results in experimental situations, care should be taken in actual implementation of such schemes in real life.

**Appleton, J. (2004). Jungle Fever-- Visualisation and the implications for writing extensive readers. Developing Teachers.com. Retrieved January 2, 2005 from [http://www.developingteachers.com/articles\\_tchtraining/junglefever1\\_jo.htm](http://www.developingteachers.com/articles_tchtraining/junglefever1_jo.htm).**

327--\*This article focuses on the importance of visualisation when reading extended texts, and discusses the implications for materials writers, teachers and learners. It looks at an Extensive Reader and how content, style and genre which encourage visualisation can provide greater pleasure and therefore motivation for the language learner to read in the L2. It concludes with some suggestions for materials writers of Extensive Readers and the learner.

**Gardner, D. (2004). Vocabulary input through extensive reading: A comparison of words**

**found in children's narrative and expository reading materials. *Applied Linguistics*, 25(1), 1-37.**

301--The role of extensive reading in building vocabulary continues to receive considerable attention in first and second language research and pedagogy. This study analyses the lexical differences between narrative and expository reading materials used in upper-elementary education (10- and 11-year-old children), and explores how these differences could affect children's potential vocabulary acquisition through reading. Results of a computerized analysis of nearly 1.5 million word tokens reveals marked differences between 28 narrative and 28 expository children's books in terms of overall token distribution and individual type repetitions at all levels of vocabulary analysed in the study (i.e. general high frequency words, academic high frequency words, and specialized words). Further exploration of the lexical data indicates high numbers of register-specific words at all levels of vocabulary, particularly at the more specialized levels where the potential for protracted vocabulary growth is the greatest. A subsequent discussion addresses qualitative differences in the characteristics of these exclusive narrative and expository types. These lexical findings are used to assess claims of Wide Reading and Free Reading relative to children's acquisition of vocabulary through extensive reading, especially the default claims of 'incidental' word acquisition through repetitive encounters with unknown words while reading large volumes of material for pleasure.

**Grundy, J. (2004). Extensive reading - a valuable language learning opportunity, ESOL Online (Ministry of Education, Wellington, New Zealand)**

**[http://www.tki.org.nz/r/esol/esolonline/secondary\\_mainstream/research/nzresearch/jeanette\\_grundy/home\\_e.php](http://www.tki.org.nz/r/esol/esolonline/secondary_mainstream/research/nzresearch/jeanette_grundy/home_e.php)**

355--This report explores the language learning opportunities provided by Extensive Reading (ER) for ESOL students. It includes a literature

review which is very positive about the role such an approach can play in both improving reading skills and developing learner language. It explores how extensive reading contributes to language proficiency particularly in the areas of vocabulary growth, knowledge of grammar and text structures, and writing. In addition, it reports on an investigation into student attitudes to ER and explores some of the implications this has for teachers in implementing effective programmes for ESOL students.

**Hitosugi, C. I., & Day, R. R. (2004). Extensive reading in Japanese. Reading in a Foreign Language. Volume 16, Number 1. Retrieved April 17, 2004 from <https://nflrc.hawaii.edu/rfl/item/83>**

352--This article discusses how we incorporated an extensive reading (ER) program into a second semester Japanese course at the University of Hawai'i using Japanese children's literature. After summarizing the ten principles of ER, we describe how we addressed six critical issues faced while introducing ER into the course. We also discuss the outcomes of this ten-week program, which showed that the students improved their scores according to a traditional measure of reading comprehension. We also found positive results in an affective questionnaire that measured attitudes toward and motivation for learning Japanese.

**Ito, L. (2004). The little library that could. ETJ Journal, 5 (1), 26-7.**

341--\*This is an informal account of how the owner of a neighborhood language school in Japan made a small library of graded readers--mainly movie tie-ins, movie star biographies and other non-fiction rather than rewritten classics--and turned many of her students into avid readers. She explains the mechanics of organizing books and checking them out,

and concludes that "the library is a great selling point for new students who are interested in coming to our school." A sidebar lists the books in the library in order of popularity [1. Tom Cruise (Penguin Readers); 2. The Lost Ship (Macmillan Readers); 3. The Briefcase (Macmillan Readers).]

**Kawate, M. (2004). Start with Simple Stories and Enjoy Reading.**

**Retrieved March 1, 2006, from**

**<http://www.seg.co.jp/sss/english/index.html>**

353--\*SSS Extensive Reading Method is a new way to learn English as a foreign language. Professor SAKAI Kunihide at the University of Electro-Communications has been actively exploring new and alternative methods to improve the Teaching of English as a foreign language for many years. He has shown that when students read multiple easy books for pleasure, the level of input increases greatly. In 2001, FURUKAWA Akio, KAWATE Mariko and SATO Maria created the SSS Extensive Reading Study Group to support Prof. Sakai's findings, and in an attempt to spread the SSS Extensive Reading Method, and hopefully to assist many learners who are challenged by learning English as a foreign language. The chief activities of SSS Extensive Reading Study Group are as follows:

To run the website

To demonstrate the extensive reading method

To make a book list for SSS Extensive Reading

To show how to teach English through extensive reading

**Lemmer, R. (2004). A brief look at one extensive reading program. On Cue, 12 (2), 24-6.**

343--\*This article will take you through the steps we followed in planning, implementing and supporting the ER program at Chugoku Junior College [in Japan]. While setting up an ER program is not difficult, it requires careful planning and sufficient time. Gaining the cooperation of all those involved--teachers, librarians and those controlling the budge--is essential in implementing and continuing a successful program. In order to be effective, a long-term approach should be taken, as improvement can come only after reading many pages. With many departments recently facing budget restraints ER is a relatively inexpensive way to attain student progress in acquiring English. From my observations and student feedback I consider the time and resources devoted to our ER program to have been well spent.

**Liang, Mei-Ya (2004). Three Extensive Reading Activities for ESL/EFL Students Using E-books. The Internet TESL Journal, X, 10.**

326--\*This online extensive reading lesson focuses on intermediate and advanced ESL/EFL students. The objectives of this lesson are to guide students to read authentic e-texts outside of the classroom and to improve their overall reading, writing and thinking skills by synthesizing and evaluating online materials with peers. This lesson aims at EFL high school or college students, but can also be modified and used in both native English and ESL/EFL reading courses for younger students.

Three activities are designed to help students choose books that meet their interests and reading levels, read and share books both on their own

and in a group, and think critically with online texts, tools and resources.

Students are provided 10 e-books of different lengths and varying difficulty and study guides as scaffolding for learning. Students are also encouraged to use electronic resources.

This lesson helps students learn how to interpret, appreciate, and respond to the texts, all of which lead students to read more and study more outside of the classroom.

<http://iteslj.org/Lessons/Liang-ExtensiveReading.html>

**Mason, B, & Krashen, S. (2004). Is form-focused vocabulary instruction worthwhile? RELC Journal, 35, 179-185.**

339--Hearing stories can result in considerable incidental vocabulary development, for both first and second language acquisition (e.g. Elley, 1992; Robbins and Ehri, 1994; Senechal, LeFevre, Hudson and Lawon, 1996). It has also been claimed, however, that direct instruction is more effective than incidental vocabulary acquisition and that combining both approaches will be more effective than incidental acquisition alone (Coady, 1997). In this study, we compare vocabulary growth in English as a foreign language through hearing a story with a combination of a story and supplementary activities designed to focus students specifically on learning the new words in the story. Subjects were first year Japanese female students at a junior college in Osaka. One class was the "story-only" group and the other was the "story-plus-study" group. The story-only group spent only 15 minutes hearing a story. The story-plus- study group spent nearly

the entire class hour (85 minutes) hearing the story and doing supplementary activities. Calculations of words learned per minute revealed that the story-only group learned words more efficiently. The results suggest that additional focus on form in the form of traditional vocabulary exercises is not as efficient as hearing words in the context of stories. Available at:  
[http://www.benikomason.net/articles/form\\_focused/index.html](http://www.benikomason.net/articles/form_focused/index.html)

**Mason, B. (2004). The effect of adding supplementary writing to an extensive reading program. *International Journal of Foreign Language Teaching*, 1(1), 2-16.**

333--This study investigated whether adding supplementary writing to an extensive reading program would increase its effectiveness for the development of grammatical accuracy. The participants were Japanese female college learners of English (N=104) studying in an extensive reading program. The Japanese summary group (n=34) wrote summaries in Japanese, the English summary group (n=34) wrote summaries in English, and the Correction group (n=36) wrote summaries in English, received corrective feedback, and rewrote their corrected summaries. All participants read an average of 2300 pages (about 500,000 words) in three semesters, and the Correction group's summaries were corrected 25 times. The results revealed that all three groups improved significantly, and there were no statistically significant differences among the groups on three tests. The questionnaire revealed that the Japanese summary group spent 150 hours reading while the other groups spent about 300 hours reading, writing and rewriting. The conclusion



was that adding supplementary writing did not lead to greater accuracy

and that it was inefficient. Available at:

[http://www.benikomason.net/articles/effect\\_of\\_adding/index.html](http://www.benikomason.net/articles/effect_of_adding/index.html)

**Ono, L., Day, R., & Harsch, K.(2004). Tips for reading extensively. English Teaching Forum, 42 (4). Available online at <http://exchanges.state.gov/forum/vols/vol42/no4/p12.htm>**

363--\*In this article, the authors offer ten tips that teachers can give to students when they engage in extensive reading. The title for each tip is addressed directly to learners, whereas the rationale and instructional advice are written to teachers. The rationale for each tip is discussed and ways to present these tips to learners are suggested. It is recommended in the article that all the ten tips be presented to students before they begin to read extensively. It has also been suggested that the tips be revisited periodically throughout the semester or school year.

**Rausch, A.S. (2004). Extensive reading: A case study in one junior high school. ETJ Journal, 5 (1), 21-2.**

342--\*This article assesses an attempt to introduce an Extensive Reading program as part of a junior high school elective English course and offers recommendations on the practical possibilities of Extensive Reading in Japan. I found three general themes that I must address in future Extensive Reading programs, regardless of student age or reading level. I must stress (a) the 'habit' of reading, stressing that frequency of contact with the text is a key element; (b) the 'practice' of reading, stressing that re-reading and keeping a reading log are helpful to ensuring understanding; (c) the pleasure of reading a book

lies not in mastering its content, but rather in watching how the story emerges to a satisfying ending which is often revealed only on the last page.

**Reynolds, B. (April, 2004). Extensive reading and extensive listening:**

**Two holes in JSOL. Paper presented at Sensei Online's 43rd.**

**Benkyoukai. Retrieved March 1, 2006, from**

**<http://mail.humber.ca/~reynoldb/jgr/twoholes.html>**

351--The only way to learn to do something well is to do it - not once but thousands, even millions, of times. This is equally true whether one is learning to play the piano, do crossword puzzles, or read and hear Japanese. Given this truism, it's a shame that few students of Japanese as a second or other language (JSOL) get much practice doing either. In this paper I explain how extensive reading (ER) and extensive listening (EL) address this problem. I explain how ER and EL differ from the teaching of reading and listening using standard classroom materials or materials designed for native speakers of Japanese (NSJ) often citing research conducted and methods used with English language learners. Finally, since appropriate materials are few and far between, I provide teachers with some guidelines for filling these holes. Unfortunately, it will be years before enough materials are available to do true ER and EL and it will probably be decades before ER and EL become widespread in the study and teaching of JSOL. But, unless teachers like you care a whole awful lot, nothing is going to get better. It's not. (With apologies to Dr. Seuss).

**Rodrigo, V., Krashen, S., & Gibbons, B. (2004). The Effectiveness of Two Comprehensible-Input Approaches to Foreign Language Instruction at the Intermediate Level, *System*, 32(1), 53-60.**

322--Fourth semester students of Spanish as a foreign language at the university level in the US participated in two kinds of comprehensible-input based instruction, an extensive reading class that combined assigned & self-selected reading, & a reading-discussion class that consisted of assigned reading, debates, & discussions. Students in both classes outperformed those in a traditionally taught class on a check-list vocabulary test & on a grammar test. The reading-discussion group outperformed the traditional students on a cloze test ( $P = 0.105$ ), but there was no difference between traditional & reading students on the cloze. The results confirm the efficacy of comprehensible-input based pedagogy at the intermediate level. 4 Tables, 19 References. (Adapted from the source document by the publisher.)

**Shelton, S. (2004). Encouraging extensive reading. Retrieved January 29 2004, from [http://www.developingteachers.com/articles\\_tchtraining/extread1\\_scott.htm](http://www.developingteachers.com/articles_tchtraining/extread1_scott.htm).**

302--\*This article on a website opens with a mostly L2-based rationale for extensive reading. The majority of the four pages are devoted to advice on implementing ER. One novel acronym is used to suggest criteria for ER materials: SAVE (Short, Appealing, Varied, Easy). The author reports that among his students, the most popular method of choosing ER material is a friend's suggestion. Also on materials, Shelton reports success with the use of urban legends. A hyperlink for a detailed sample lesson plan, involving peer interaction, appears at the end of the article.

**Taguchi, E., Takayasu-Maass, M., Gorsuch, G. J. (2004). Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development. *Reading in a Foreign Language*, 16(2), 70-96.**

466--Extensive research on reading in a first language has shown the critical role fluency plays in successful reading. Fluency alone, however, does not guarantee successful reading. Cognitive and metacognitive reading strategies and schemata that readers utilize also play important roles in constructing meaning from text. Most research, however, indicates that good reading ability is virtually impossible in the absence of fast and accurate word recognition skills and reading fluency. Therefore, efficient ways of improving fluency must be developed. In answer to this need, extensive reading programs have been implemented as an effective approach in EFL settings. Another method, repeated reading, seems equally promising. The main objective of the current study is to focus on whether and how assisted repeated reading with an auditory reading model enhances EFL readers' fluency. Some comparisons of Japanese university students' performances in repeated reading and extensive reading programs are also made in an attempt to see gains in reading fluency and comprehension, and to explore some characteristics which are unique to assisted repeated reading. Quantitative and qualitative analyses of participants' reading behaviors suggest that assisted repeated reading is equally as effective as extensive reading in increasing EFL readers' silent reading rate, and favorably affects learners' perceptions of reading activities. Furthermore, the results indicate the specific role the repetition and listening components of assisted repeated reading play to facilitate reading comprehension. Assisted repeated reading can potentially develop weak ESL/EFL readers' fluency and help them become independent readers by providing a distinct form of scaffolding.

**Yamashita, Junko. (2004). Reading attitudes in L1 and L2, and their influence on L2 extensive reading. *Reading in a Foreign Language*, 16(1). <https://nflrc.hawaii.edu/rfl/item/82>**

312-- The present study examines the relationship between both first language (L1) and second language (L2) reading attitudes, and learners' performance in L2 extensive reading. Four reading attitude variables were identified (Comfort, Anxiety, Value, Self-perception), both

in L1 and L2, according to learners' responses to a questionnaire. Results of analyses using these four variables are summarised on two levels. First, the study supports the transfer of the affective domain of reading (attitudes) from L1 to L2. But L2 proficiency does not affect this transfer in the way in which the linguistic threshold hypothesis would predict if this hypothesis were applied to the affective domain. Since this hypothesis explains the transfer of the cognitive domain of reading (i.e., reading abilities and strategies), these findings suggest that cognitive and affective domains of reading relate differently in L1 and L2. Although the transfer of reading attitude is generally supported, there are different degrees of transferability among different attitude variables: what learners think (Value) is more likely to transfer from L1 to L2 than what they feel (Comfort, Anxiety, Self-perception). Second, from a more pedagogical point of view, the positive feeling towards reading, both in L1 and L2, facilitates learners' performance in extensive reading. Merely thinking that reading is beneficial to oneself does not represent a strong enough motivation. The study has thus demonstrated the importance of understanding learners' attitudes (particularly feelings) to reading both in L1 and L2 for encouraging L2 learners' involvement in extensive reading. Available: <http://nflrc.hawaii.edu/rfl/April2004/yamashita/yamashita.html>

**Al-Nujaidi, A. H. (2003). The relationship between vocabulary size, reading strategies, and reading comprehension of EFL learners in Saudi Arabia. Unpublished dissertation. UMI AAT 3094023.**

315--[Note: This study is significant for its finding that extensive reading was unpopular among the subjects.]

Scope and method of study. The main purpose of this study was to examine the relationship between EFL learners' perceived reading strategies, vocabulary size, and reading comprehension. In addition to providing descriptive information about each variable in this relationship, the study examined how certain learner variables such as gender, and the amount

of extensive reading may impact this relationship. The participants in the study were 226 (117 females and 109 males) first-year university students enrolled in seven different higher education institutions in Saudi Arabia. Participants completed a reading strategies survey and took a vocabulary size test (Schmitt, 2000) and a reading comprehension test. Descriptive and inferential statistics were used to describe the participants' performance on the two tests and their reported reading strategies use, and to assess the relationship between the study's three main variables. Analysis of variance and t-tests were also used to examine gender and proficiency differences in the participants' perceived use of reading strategies, vocabulary size, and reading comprehension. Findings and conclusions. In general, Saudi EFL first-year university students had a low reading ability and an estimated small vocabulary size (500–700 word families), which is far below the threshold level needed for reading unsimplified English texts. Except for a few strategies like critical reading, summarizing, using typographical aids, and noting text characteristics, the participants reported using most of the reading strategies with high and moderate frequencies. They also reported significantly more frequent use of problem-solving strategies. However, extensive reading was found to be an unpopular activity among EFL learners in Saudi Arabia. Significant gender differences favoring females were found in the participants' performance on the two tests and their reports of reading strategies use. A statistically significant relationship was found between the participants' vocabulary size at the 2000 word level and their performance on the reading comprehension test ( $r = .60, p < .001$ ). Participants with larger vocabulary size and higher reading proficiency reported using reading strategies more frequently than lower proficiency students. The study concludes with some pedagogical implications and recommendations for further research.

**Alshamrani, H. M. (2003). The attitudes and beliefs of ESL students about extensive reading of authentic texts. Unpublished doctoral dissertation, Indiana University of Pennsylvania.**

295--This qualitative study describes the attitudes and beliefs of two groups of ESL learners regarding extensive reading of authentic texts. In particular, it aims to focus on their beliefs and attitudes regarding vocabulary development through extensive reading of authentic materials. It investigates their point of view toward their experience with extensive reading in a three-month ESL course called Reading Club in which extensive reading was the main focus of the course. The participants consist of two groups of ESL learners, one of which includes five students while the other includes four students. Using multiple qualitative methods including interviewing, document analysis, notes, and email follow-ups, this study has attempted to answer a group of research questions relevant to the following points: (1) the attitudes and beliefs of ESL students regarding extensive reading of authentic texts; (2) their attitudes and beliefs concerning vocabulary development through extensive reading of authentic texts; (3) the strategies they report they have used when handling unknown words encountered while reading; (4) the difficulties they report they have encountered when reading authentic texts; (5) the benefits they think they gain from extensive reading of authentic materials in terms of language improvement in general, and vocabulary development in particular; and (6) their attitudes and motivation regarding whether they would continue to do extensive reading and recommend it as a means of language development. The findings indicate that despite various reading difficulties they have encountered, the students of both groups have positive attitudes toward extensive reading of authentic texts and are motivated to read after the course has finished. The findings also show that extensive reading has helped students develop and improve various language skills, including vocabulary, reading for meaning, grammar, listening, speaking, and pronunciation. The most salient finding is that both approaches, incidental and intentional vocabulary learning, have been employed to develop second language vocabulary.

**Chew, L. (2003). Extensive reading in English: Hong Kong secondary one students' response to high-interest unsimplified stories. Unpublished master's thesis, The University of Hong Kong.**

431--Promoting S[secondary] 1 students in Hong Kong to read is a challenge in view of their limited reading experience and vocabulary size and very often their low motivation to read in the context of an examination-oriented and predominantly skill-based English curriculum. It is shown in the research study that using high-interest unsimplified book series as extensive reading materials has a positive effect in motivating S1 students' to read. Proficient readers have shown language improvement in terms of understanding and writing. The results also suggest that high-interest unsimplified series have great pedagogical value in the teaching of reading and vocabulary development if it goes with a careful plan of implementation and supporting strategies. An important implication of the study is that high-interest unsimplified series are linguistically accessible and thematically exciting to be used to promote reading for pleasure among young readers.

**Johnson, D., & Blair, A. (2003). The Importance and Use of Student Self-Selected Literature to Reading**

**Engagement in an Elementary Reading Curriculum. Reading Horizons: A Journal of Literacy and Language**

**Arts, 43 (3).Â [https://scholarworks.wmich.edu/reading\\_horizons/vol43/iss3/3](https://scholarworks.wmich.edu/reading_horizons/vol43/iss3/3)**

907--The purpose of this article is to discuss the importance of student self-selecting literature and reading engagement in an elementary reading curriculum. The article discusses the use of self-selected reading in the context of child development, book difficulty, independent



reading time accountability, and a supportive environment. The successful use of selfselected reading by the Children's Choices Project is also discussed.

**Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence. Canadian Modern Language Review, 59(4): 567-587.**

337--In the first part of the paper, I challenge some basic assumptions underlying the claim that reading is the major source of vocabulary acquisition in L2: the 'noticing' assumption, the 'guessing ability' assumption, the 'guessing-retention link' assumption, and the 'cumulative gain' assumption. In the second part, I report on three experiments in which vocabulary gains from reading were compared with gains from word-focused tasks: completing given sentences, writing original sentences, and incorporating words in a composition. Results showed that more words were acquired through tasks than through reading.

**Maamouri Ghrib, E. (2003). University students' and teachers' attitudes towards an EFL reading program. TESL Reporter, 36:1, 41-58.**

285--\*This study is part of a large research--on Tunisian EFL students' and teachers' attitudes towards EFL reading and writing at the secondary and tertiary levels. It investigates university students' and their teachers' attitudes towards the reading program, the instructional materials, and the teaching approach as a whole. It deals with the learners' motivation for EFL reading, and is also interested in whether there is any gap between the students' and their teachers' assessment of problems. This article concludes by recommending extensive reading as one of the ways to capitalize on the initial positive attitudes and motivation gained from the reading program.

**Mason, B. N. (2003). A study of extensive reading and the development of grammatical accuracy by Japanese university students learning English. Unpublished dissertation. UMI AAT 3116959**

316--Proponents of the Output Hypothesis (Swain, 1985; Long & Robinson, 1998) have argued that comprehensible input (Krashen, 1985) alone is insufficient and that a combination of input and focus on form is necessary. There seems to be little convincing evidence so far that the combination approach is more effective and efficient. This study investigated whether a combination of input and focus on form was more effective and efficient than an approach that relied mainly on input. The combination approach consisted of extensive reading, summary writing, and rewriting of the corrected summaries. The participants were Japanese female college learners of English (N = 104) studying in an extensive reading program. The Japanese summary group (n = 34) wrote summaries in Japanese, the English summary group (n = 34) wrote summaries in English, and the Correction group (n = 36) wrote summaries in English, received corrective feedback, and rewrote their corrected summaries. All participants read an average of 2300 pages (about 500,000 words) in three semesters, and the Correction group's summaries were corrected 25 times. The measurements used were a 100-item cloze test, the reading section of a TOEIC test, and a measure of grammatical accuracy (the number of error free clauses per 100 words OF writing). The results of three two by three 2-way repeated ANOVAs revealed that all three groups improved significantly, and there were no statistically significant differences among the groups on the three tests. The questionnaire revealed that the Japanese summary group spent 150 hours reading while the other groups spent about 300 hours reading, writing and rewriting. It was observed that the participants did not fully engage in summary writing and rewriting of the corrected summaries. Interviews revealed that the participants did not like to write a summary for each book they read. The conclusion was that the combination approach used in this study did not lead to greater accuracy and that it was inefficient. Extensive reading combined with brief summaries in Japanese appeared to be a

more efficient means of developing grammatical accuracy in English for low intermediate learners at the university level in Japan.

**Sheu, S. P-H. (2003). Extensive reading with EFL learners at beginning level. TESL Reporter, 36(2), 8-26.**

298--\*Despite successful research and a growing interest in extensive reading (ER) in many Asian countries, such as Hong Kong, Japan, Malaysia, and Singapore, ER has not received as much attention as it might in the English teaching circle in Taiwan. The present study attempts to bridge this gap and considers if ER programmes can be successfully implemented with EFL beginners in Taiwan by looking at the following seven questions:

Will ER help beginning EFL learners obtain gains in vocabulary, grammar and reading comprehension?

Does ER promote reading speed?

What impact does ER have on EFL learners' attitudes?

What difficulties do the students have during reading?

How do the students feel about their achievement?

What are their reasons for choosing which books to read?

Are they satisfied with the books they had read?

The results of the study have been generally positive and such pedagogical implications derived from the study as the adoption of ER in the school syllabus, the use of books for native English-speaking children, learner training and encouraging activities are discussed.

**Sun, Y C. (2003). Extensive reading online: an overview and evaluation. Journal of Computer Assisted Learning. 19(4) 438-446.**

325--This study reports on the design and implementation of a reading program, "Extensive Reading Online (ERO)" that aims to offer an online reading platform featuring specific needs for EFL learners in Taiwan. The system includes both teacher and student interfaces. Several reading aids are integrated into the system, such as concordancer help, stage-by-stage reading strategy training, and text annotation functions. ERO was integrated into a college level reading class. Results show that students held a positive attitude toward the reading system. Some recommendations for future improvement are also discussed.

**Takase, A. (2003). The effects of extensive reading on the motivation of Japanese high school students Unpublished dissertation. UMI AAT 3097732**

317--The purpose of this study is to investigate high school EFL (English as a foreign language) students' motivation to engage in extensive reading by examining the relationship between their attitudes/motivation and the amount of reading they did. In this study, approximately 220 second-year female high school students aged 16 to 17 participated in an extensive reading program for one academic year. Questionnaires investigating students' attitudes/motivation toward reading English and reading Japanese were administered at the beginning and the end of the year. Questionnaire data were analyzed using factor analyses to determine the factors that motivated the students to read English books. A multiple regression analysis using factor scores was then performed to determine what factors best predicted students' motivation to read English books. Seven factors were found, and among them,

Intrinsic Motivation toward Reading English and Intrinsic Motivation toward Reading Japanese were determined to be the best predictors of the participants' motivation to read English. The relationship between L1 reading habits and L2 reading performance was investigated through participants' self-reported reading data and subsequent interviews; however, the results indicated that there was little relationship between the two factors. In addition, participants were divided into three groups based on the amount read during the academic year. The differences among the three groups in sub-component scores and their changes were analyzed in order to determine the impact of extensive reading on the students' motivation. No significant results were found; however, strong impacts were observed in the middle and the low groups in terms of affect and increases in those learners' sense of achievement. Qualitative data were collected through interviews with 81 participants. Many of them expressed favorable attitudes toward reading English books and reported gains in self-confidence in learning English as a result of participating in the extensive reading program. The significant gains in proficiency and motivation scores after the treatment verify the usefulness of extensive reading.

**Waring, R. and M. Takaki (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a Foreign Language* 15, 2, 130-163.**

360--\*This study examined the rate at which vocabulary was learned from reading the 400 headword graded reader *A Little Princess*. To ascertain whether words of different frequency of occurrence rates were more likely to be learned and retained or forgotten, 25 words within five bands of differing frequency of occurrence (15 to 18 times to those appearing only once) were selected. The spelling of each word was changed to ensure that each test item was unknown to the 15 intermediate level (or above) female Japanese subjects. Three tests (word-form recognition, prompted meaning recognition and unprompted meaning recognition) were administered immediately after reading, after one week and after a three month delay.

The results show that words can be learned incidentally but that most of the words were not learned. More frequent words were more likely to be learned and were more resistant to decay. The data suggest that, on average, the meaning of only one of the 25 items will be remembered after three months, and the meaning of none of the items that were met fewer than eight times will be remembered three months later. The data thus suggest that very little new vocabulary is retained from reading one graded reader, and that a massive amount of graded reading is needed to build new vocabulary. It is suggested that the benefits of reading a graded reader should not only be assessed by researching vocabulary gains and retention, but by looking at how graded readers help develop and enrich already known vocabulary.

**Bruton, A. (2002). Extensive reading is reading extensively, surely? *The Language Teacher*, 26 (11), 23-25.**

299--In this article, Bruton argues that the term extensive reading should really apply to amount of reading. Amount can be amount of new text read, amount of any text read (including repeated reading), breadth of reading (variety of text types), or time spent reading. He criticizes Day & Bamford (e.g., 1998) for calling extensive reading an approach, as this means extensive reading has a central rather than a properly peripheral role. Further, Day & Bamford's extensive reading "approach" is not novel, is flawed because vocabulary and other gains are not well supported by research, and is contradictory in many respects (e.g., emphasizing pleasure reading but recognizing assessment; emphasizing choice but recognizing class readers). As an alternative, the author suggests that the most significant dimensions for supervised foreign language reading are (a) whether or not everyone is reading the same text, and (b) whether or not the reading is supported by tasks.

**Dawson, N. (2002). Jogging to language competence. *The Language Teacher*, 26 (11), 35.**

300--\*This short discussion of extensive reading (a Longman advertising feature) uses exercise as a metaphor for reading instruction. Extensive reading in many ways resembles jogging. As it is under the control of the individual, the teacher's role "is to inspire, suggest, sustain, guide, and enthuse." In contrast, intensive reading is like weight training with a personal trainer, requiring great effort and close supervision. The article also summarizes the history of grading texts (Michael West's vocabulary control; structural grading), and mentions comprehensible input, and the authenticity debate.

**Day, R. & Bamford, J. (2002). Top Ten Principles for Teaching Extensive Reading Reading in a Foreign Language, 14Â (2),136-141. <https://nflrc.hawaii.edu/rfl/item/61>**

733--This article puts forward ten principles for an extensive reading approach to teaching reading. They deal with the nature of extensive reading and the conditions and methodology necessary for its success. In the interests of professional development, the authors encourage teachers to use the principles as a tool to examine their beliefs about reading in general and extensive reading in particular, and the ways they teach reading. These ten principles originally appeared in Day and Bamford (1998, pp. 7-8) and also in Bamford and Day (in press). They have been revised and expanded for this article.

**De Ridder, I. (2002). Visible or invisible links: Does the highlighting of hyperlinks affect incidental vocabulary learning, text comprehension, and the reading process? *Language Learning & Technology*, 6(1), 123-146. <http://dx.doi.org/10125/25146>**

784--This article investigates how the signaling-mode of electronic glosses in online texts (i.e.,

presented digitally on a computer screen) influences the user's reading process, incidental vocabulary learning, and text comprehension. Indeed, does the fact that hyperlinks with dictionary definitions are visible (i.e., highlighted) or invisible affect the foreign language learner's look-up behaviour and as a consequence the possible learning outcome?

Furthermore, the article addresses the question whether the type of reading task (general vs. specific) affects the learner's use of these links and the amount and quality of the language learned. The article discusses empirical research conducted in an attempt to address these questions. The results indicate that when reading a text with highlighted hyperlinks, readers are significantly more willing to consult the gloss. However, this increased clicking does not slow down the reading process, does not affect text comprehension, and does not increase the vocabulary learned incidentally. The reading task does not seem to alter the clicking behaviour of the students but seems to influence the reader's vocabulary learning: A content-oriented reading task decreases the reader's attention for vocabulary.

**Eskey, D.E. (2002). Reading and the teaching of L2 reading. TESOL Journal, 11, 1, pp. 5-9.**

193--\*In this article, Eskey proposes a three-dimensional model of reading, beginning with a psycholinguistic definition ("Reading is acquiring information from a written or printed text and relating it to what you already know to construct a meaning for the text as a whole"), and then adding sociolinguistic (joining the literacy club) and individual (each person is cognitively and affectively distinct from others) elements to the model. Eskey contends that it is necessary for an educator to understand the reader in each of these three aspects. He then addresses the question: How do people learn to read and to read better, especially in a second or foreign language? To become skillful readers, apprentice readers must read a lot; Engaging in extensive reading behavior is a prerequisite for developing reading skills. Thus, a major part of the reading teacher's job is to introduce students to appropriate (the right level; interesting; relevant) texts, and induce them to read such texts in quantity. The teacher's second important



job is to teach productive reading strategies. In these ways the teacher motivates and facilitates reading.

**Ghosn, I. K. (2002). Four good reasons to use literature in primary school ELT. *ELT Journal*, 56 (2), 172-179.**

221-- The teaching of English as a foreign language in primary schools is gaining popularity throughout the world. Many countries are also using English in the upper grades as the vehicular language for all or part of the general curriculum. It is therefore important to identify the types of materials that best prepare pupils for academic work in L2. The traditional structurally-based texts and the newer, integrated, communicative courses might not be sufficient for the demands of the academic classes. On the other hand, a syllabus that is based, or that draws heavily on authentic children's stories, provides a motivating medium for language learning while fostering the development of the thinking skills that are needed for L2 academic literacy. Literature can also act as a powerful change agent by developing pupils' intercultural awareness while at the same time nurturing empathy, a tolerance for diversity, and emotional intelligence. This is an important consideration at a time when our world is becoming smaller, yet increasingly hostile.

**Grabe, W. (2002). Dilemmas for the development of second language reading abilities. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 276-286). Cambridge University Press.**

809--Since the 1980s, a number of advances have been made in research on reading, both in first and second language contexts. Although the advances in first language contexts have led to a number of improvements in reading instruction, the corresponding research in second language contexts has not made as much headway. The reasons for these differences will be discussed in the form of dilemmas for second language reading instruction. By way of

introduction to these dilemmas, research findings that have influenced L1 reading instruction are briefly reviewed, and the corresponding advances in second language research are noted. The larger discussion will then focus on the dilemmas that second language contexts impose on reading instruction and the possible responses to these dilemmas.

**Grabe, W. (2002). Reading in a second language. In R.B. Kaplan (Ed.), The Oxford handbook of applied linguistics (pp. 49-59). New York: Oxford University Press.**

201--\*In this chapter, Grabe discusses the following topics: (1) different purposes for reading, (2) definitional criteria for fluent reading, (3) individual processes in reading, (4) social factors that influence reading, (5) some specific L2 reading issues and (6) reading instruction. On the basis of research in both L1 and L2 reading contexts, ten implications for L2 reading instruction are established, one of which is extensive reading. Grabe contends that "[g]iven that reading efficiency is dependent on rapid and automatic word recognition and a large recognition vocabulary, extensive exposure to L2 texts through reading is the only learning option available to L2 students" (2002, p. 56).

**Hassan, F. (2002). Developing competent readers. In M.K. David, & F. Hashim, (Eds.), Developing reading skills (pp.107-139). Malaysia: Sasbadi Sdn. Bhd.**

194--The ability to read is an important skill as 'learning, both in school and beyond, largely depends on information derived from texts' (Ulijyn and Salager-Meyer 1998:80). In many countries, such as Malaysia, a good ability to read not just in L1 but also in L2 is important for academic advancement and for professional and self-development. Therefore, designing effective reading programmes poses a challenge for curriculum planners and this is especially so in L2. This chapter seeks to provide a pedagogical framework for reading in L2 which bridges the gap between theory and practice. It provides a definition of reading which is followed by the COMPETENT reading framework. [The 'N' component of this framework (i.e.

Nurture reading habit) emphasizes the importance of extensive reading. Citing Day and Bamford (1998), the author devotes a three-page discussion on the characteristics of extensive reading, its benefits and some ER programs in Malaysia.]

**Jacobs, G., & Gallo, P. (2002, February). Reading alone together: Enhancing extensive reading via student-student cooperation in second-language instruction. Reading Online, 5(6). Available: [http://www.readingonline.org/articles/art\\_index.asp?HREF=jacobs/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=jacobs/index.html)**

200--\*This article presents a rationale and practical suggestions for adding the element of cooperation among second language learners to the solitary task of silent reading. When extensive reading (ER) is supplemented with cooperative learning (CL), peers may be able enhance ER by: modeling enthusiasm for reading, acting as resources for finding existing reading materials, creating more reading materials, facilitating comprehension, and serving as an interactive audience for sharing about what has been read. A variety of CL techniques are presented with examples of how they can be combined with ER. Photos show a class of upper primary school students in Singapore using some of the CL techniques.

**Karp, A. S. (2002). Modification of glosses and its effect on incidental L2 vocabulary learning in Spanish. Unpublished doctoral dissertation, University of California, Davis. UMI AAT 3051537.**

253--Although learners may acquire L2 vocabulary incidentally through extensive reading alone, unfamiliar words are better acquired after a single exposure when the learner has been drawn to notice form-meaning relationships, such as through glossing. Which gloss type best suited for achieving this effect is still unknown. Two theoretical approaches receiving much attention on this issue are the dual-coding effect, associated with multimedia glosses, and the inferring method, which characterizes multiple-choice glosses. The goal of this research study was to examine vocabulary growth by intermediate and advanced university-level Spanish

learners engaged in reading comprehension exercises as a function of the input modifications linked to target words in the texts they read. Vocabulary development was examined through the effects of input modifications in the form of textual glosses, multiple-choice glosses, multimedia cues (i.e., text + pictures), and multiple-choice multimedia glosses. While reading comprehension was assessed using recall protocols, vocabulary growth was measured in terms of depth of word knowledge combining three categories: meaning (i.e., the dictionary definition), grammatical knowledge, and word association knowledge. In addition, the retention of vocabulary knowledge over time was measured. Furthermore, this study investigated the effects that individual differences regarding vocabulary size exert on vocabulary learning in light of current research on the use of glosses, multimedia cues, and interactive tasks for language instruction. Five groups of second-year Spanish learners, 80 students total, were directed to use the web-based reading program Reading Spanish Online, developed by the author of this study. Participants completed three reading tasks, including vocabulary pre- and post-tests, as well as comprehension measures for each text, over the course of a 10-week academic quarter. The main findings of the study were that less proficient learners (with small vocabulary size) accessed glosses more often, but glossary use did not significantly predict greater depth of word knowledge. However, more proficient learners did demonstrate greater vocabulary knowledge. Glosses involving only definitions predicted the greatest glossary use, but gloss type had no effect on vocabulary knowledge. Finally, neither gloss type nor glossary use predicted reading comprehension, whereas both greater proficiency and greater vocabulary knowledge did.

**Krashen, S. (2002). Access to books or tests and rewards? A comment on Guastello.**

**Available [along with the article by Guastello]**

**at[http://www.sll.ocps.net/informed/april\\_26\\_02.htm](http://www.sll.ocps.net/informed/april_26_02.htm).**

236--Guastello (2002) claimed that parents of children who did accelerated reader (AR) [a

program in which students take computerized quizzes on books they have read] had improved in their reading. The lack of actual data and the lack of a comparison group, however, prevents us from concluding that that AR was effective. If it was effective, we do not know if the increased access to books was the causative factor or whether the tests and rewards were the cause. Previous research supports the former but not the latter.

**Leung, C. Y. (2002). Extensive reading and language learning: A diary study of a beginning learner of Japanese. *Reading in a Foreign Language, 14*(1). Available online at <https://nflrc.hawaii.edu/rfl/item/55>**

267--Motivated by the continued growth of research on extensive reading as well as the positive results from a variety of studies (e.g., Bell, 2001; Camiciottoli, 2001; Elley & Mangubhai, 1983; Mason & Krashen, 1997; Nash & Yuan, 1992; Renandya, Rajan, & Jacobs, 1999; Tse, 1996; Walker, 1997), an investigation was conducted on the impact of extensive reading on an adult's self-study of Japanese over a 20-week period. Data were collected from multiple sources, including a learner diary, audio-recordings from several private tutorial sessions, and vocabulary tests. The results of this study show that extensive reading can enhance vocabulary acquisition and reading comprehension, and promote a positive attitude toward reading. The challenges that the learner encountered during the extensive reading process and how they were dealt with are also addressed.

**Lightbown, P. M., Halter, R. H., White, J. L., & Horst, R. H. (2002). Comprehension-Based Learning: The Limits of 'Do it Yourself'. *Canadian Modern Language Review, 58*(3), 427-464.**

196--In previous publications, the authors reported on the English skills of students who had learned ESL in an experimental comprehension-based program [consisting of a combination of extensive reading activities and extensive listening activities]. The performance of grade 4 and 5 students

with two or three years of reading and listening was compared to that of students with three years of audio-lingual instruction. On most measures, the students in the comprehension-based program performed as well as or better than the comparison group (Lightbown, 1992a; Lightbown & Halter, 1989). In the present paper, the authors report on a follow-up study carried out when students were in grade 8. After six years of an essentially comprehension-based program in ESL [again a combination of extensive reading activities and extensive listening activities], they performed as well as comparison groups of students on measures of comprehension and some measures of oral production but not on measures of written production. This paper includes a description of some particular gaps in the written language of students in the comprehension-based program, includes a follow-up study with secondary school students who had been involved in an experimental program for learning English as a second language (ESL) in primary school, and concludes with a discussion of the need for pedagogical guidance for the development of writing skills.

**Maxim, H. H. (2002). A study into the feasibility and effects of reading extended authentic discourse in the beginning German language classroom. *The Modern Language Journal*, 86(1), 20-35.**

381--Despite efforts to integrate all levels of foreign language instruction, reading remains on the periphery of beginning language study. Reading extended texts is outcast to an even greater degree. This article addresses this issue by presenting the design, results, and implications from a study involving beginning college-level language students who read a 142-page romance novel in their first semester of German. During the semester, the treatment group (N = 27) followed the same standard first-semester syllabus as the comparison group (N = 32), but replaced all standard reading assignments in the textbook with daily in-class readings of the romance novel. The effects of the treatment were assessed on the basis of the

two groups' results on (a) three departmental exams and (b) a pretest and posttest consisting of written recall protocols of 4 texts and vocabulary-related questions. A statistical analysis of these two measures yielded 2 central findings. First, students were able to read a full-length authentic text in the first semester. Second, the treatment group performed as well as the comparison group on the three departmental tests and the posttest, which runs counter to arguments that time spent reading in class adversely affects beginning language learners' second language development. Curricular and pedagogical implications of these findings are discussed.

**Mori, S. (2002). The relationship between motivation and the amount of out-of-class reading. Unpublished doctoral dissertation, Temple University, Tokyo. UMI AAT 3040345**

255--The present study deals with the roles motivation plays in EFL students' reading habits by attempting to achieve the following goals: (a) to identify the components of English learning motivation, English reading motivation, and task-specific motivation for a sample of university EFL learners in Japan, and (b) to investigate possible relationships between the identified components of motivation and the amount of independent reading in English done by the learners. The participants (N = 262) in this experiment were first and second year English/non-English major students at a four-year women's university in Japan. Data obtained for the study was derived from two major sources: a questionnaire and an extensive reading assignment. The data was analyzed using principal components analysis in order to identify motivational subcomponents and multiple regression analysis was performed in order to investigate the relationship between some subcomponents of motivation and the amount of reading. The results of the principal components analysis indicated there may be seven independent motivational subcomponents in the questionnaire pertaining to motivation to read and learn English, and five independent subcomponents in the questionnaire pertaining to motivation to work on the task. Those subcomponents were defined as Intrinsic Value of

Reading and Learning English, Integrative Orientation, Expectancy for Success, Attainment Value of Reading and Learning English, Interest in Cultures, Grade-related Extrinsic Utility Value, Effort, Intrinsic Value of the Task, Attitudes Toward Procedures of the Task, Extrinsic Utility Value of the Task, Attitudes toward Stories in the Task, and Cost. The results of multiple regression analysis suggested that among these identified motivational constructs, Expectancy for Success, Cost (perceived negative consequences of engaging in the task), Intrinsic Value of the Task, and Attitudes Toward Procedures of the Task are significant predictors of the amount the students read outside of class.

**Powell, S. J. (2002). Extensive Reading and its Role in the Future of English Language Teaching in Japanese High Schools Unpublished manuscript.**

195--\*The aim of this article is to present the case for making greater use of extensive reading in English in Japanese high schools. It begins with a review of the current literature on extensive reading, exploring its characteristics, the theory behind it and the evidence for its benefits. It then goes on to contrast extensive reading with the traditional grammar translation methodology still prevalent in Japanese high schools. Part 5 includes a profile of an extensive reading programme already operating in one Japanese high school that includes both a class reader and homework reading, while Part 6 introduces a survey of the reading habits of the students on this programme. Finally, the results of this survey which include an apparent change in the students' attitude to reading in English will be seen to support the conclusion that extensive reading could and should have a significant role to play in EFL programmes in Japanese schools.



**Prowse, P. (2002). Top ten principles for teaching extensive reading: A response. Reading in a Foreign Language, 14(2). Available online at <https://nflrc.hawaii.edu/rfl/item/62>**

272--\*Prior to reading Day and Bamford (2002), the author formulated his own list of top ten principles for teaching extensive reading. He concludes, My only real point of difference with the authors of this article is the stress I would lay on exploiting the recordings of readers to stimulate reading by giving 'tasters', to get them into books when reading is impossible (eg in the car, or out running), to listen while reading to improve speed and pronunciation, and indeed to listen instead of reading. There is little or no research evidence as yet, but my hunch is that listening to lots and lots of readers could have similar effects on language acquisition.

**Renandya, W. A., & Jacobs, G. M. (2002). Extensive reading: Why aren't we all doing it? In J. C. Richards & W. A. Renandya (Eds.), Methodology in language teaching: An anthology of current practice (pp. 295-302). Cambridge University Press.**

825--In this paper, we briefly describe what ER is, how it is different from intensive reading, what its learning benefits can be for students, and what theories underpin ER. The paper also discusses some of the reasons why many teachers are still not implementing ER.

These reasons include teachers' belief that intensive reading alone will produce good, fluent readers. Second, many teachers are uncomfortable with a less central role in the classroom. Third, ER is seldom directly assessed, and fourth, teachers feel pressure to complete other parts of the curriculum.

**Robb, T. (2002). Extensive reading in the Asian context -- An alternative view. Reading in a Foreign Language, 14(2). Available online at <https://nflrc.hawaii.edu/rfl/item/63>**

274--\*Robb argues that the principle of learners being responsible for their own learning, an underlying principle of Day and Bamford's approach to Extensive reading, may not extend to the teaching/learning cultures of many non-Western societies. He points out that in

institutionalized settings in many parts of Asia, where the priorities of the students favor extracurricular activities, such as, part-time jobs, clubs and social life, over learning, simple encouragement will not be effective with the majority of one's students. Instructors have a responsibility to see that all students learn despite other distractions they might have, even if this requires cracking our pedagogical whips. Robb also mentions that in Japan, there often is no dedicated reading class, and the common prescription of "one book a week" might be too demanding in such cases. Finally, he argues for the necessity of a tracking mechanism in order to hold the students accountable for what they have claimed to have read.

**Wahjudi, A. (2002). Come to an enjoyable class: EFL extensive reading. TEFLIN Journal, 13(2). Retrieved April 23, 2011, from <http://journal.teflin.org/index.php/teflin/article/viewArticle/197>**

508--This paper argues that an Extensive Reading Class is not a place for reading only, where students read and, therefore, may become better readers. In fact, lots of interaction among students, between student(s) and teacher, can happen, and this happens in an EFL natural situation. The students have something to talk about and are ready to share with the teacher and the other students what they have read. Questions asked are real questions, not comprehension or leading questions. Higher level questions, asking for opinions and feelings, are asked without the students being told to ask these kinds of questions. Students' opinions and feelings are expressed simply because they are necessary. Because of its potential as a place where students can exercise somewhat real language with little burden, if any, the writer suggests that Extensive Reading courses be offered at all levels in the English Department, starting from the first year.

**Al Seghayer, Khalid. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study. Language Learning & Technology, 5(1), 202-232.**

783--One aspect of second language teaching via multimedia to have received attention over the past few years is the impact of glossing individual vocabulary words through different modalities. This study examines which of the image modalities--dynamic video or still picture--is more effective in aiding vocabulary acquisition. The participants, 30 ESL students, were introduced to a hypermedia-learning program, designed by the researcher for reading comprehension. The program provides users reading a narrative English text with a variety of glosses or annotations for words in the form of printed text, graphics, video, and sound, all of which are intended to aid in the understanding and learning of unknown words. A within-subject design was used in this study with 30 participants being measured under three conditions: printed text definition alone, printed text definition coupled with still pictures, and printed text definition coupled with video clips. In order to assess the efficacy of each mode, a vocabulary test was designed and administered to participants after they had read the English narrative. Two types of tests were administered: recognition and production. In addition, a face-to-face interview was conducted, and questionnaires were distributed. Results of the both tests were analyzed using analysis of variance procedures. The investigation has yielded the conclusion that a video clip is more effective in teaching unknown vocabulary words than a still picture. Among the suggested factors that explain such a result are that video better builds a mental image, better creates curiosity leading to increased concentration, and embodies an advantageous combination of modalities (vivid or dynamic image, sound, and printed text).

**Bell, T. (2001). Extensive Reading: Speed And Comprehension. The Reading Matrix 1(1).**

199--Claims that extensive reading could lead to significant improvements in learner's reading speeds date back thirty years, and the role of graded readers in programs to promote such reading has an even longer history. Studies that measure reading speeds have been relatively few and far between however, and those that do exist rarely evaluate reading speed in relation

to the effect of different classroom methodologies in the teaching of reading. Early work on reading speed tended to focus on the development of techniques to help learners to read faster, and failed to recognize the importance of varying the speed according to the reader's purpose in approaching a text. Such techniques as have been employed on speed reading courses also tend to cause readers to suffer lower levels of reading comprehension. The study reported in this article was conducted in the Yemen Arab Republic on young adult students working in various government ministries. It measured both reading speeds and comprehension in two groups of learners exposed to "intensive" and "extensive" reading programs respectively. The "extensive" group was exposed to a regime of graded readers while the "intensive" group studied short texts followed by comprehension questions. Results indicate that subjects exposed to "extensive" reading achieved both significantly faster reading speeds and significantly higher scores on measures of reading comprehension. Available: <http://www.readingmatrix.com/articles/bell/>

**Cho, K.S., & Krashen, S. (2001). Sustained Silent Reading Experiences among Korean Teachers of English as a Foreign Language: The Effect of a Single Exposure to Interesting, Comprehensible Reading. Reading Improvement, 38(4), 170-175. Retrieved May 16, 2004, from Questia database, <http://www.questia.com>.**

313--\*A single positive experience in self-selected reading of children's books resulted in a profound change in attitudes toward recreational reading among Korean teachers of English as a foreign language. Before the experience, few teachers reported that they did recreational reading in English. After the experience, nearly all teachers reported that they were interested in using sustained silent reading in their classes, and were interested in reading more in English on their own.

A single positive experience may not always be enough to stimulate a reading habit (H. Kim

and Krashen, 1997). Clearly, follow-up studies of subjects' actual reading and teaching are necessary. Nevertheless... Providing such experiences is not difficult, and the payoffs are potentially enormous, especially in foreign language situations where other sources of English input are scarce.

**Crawford Camiciottoli, B. (2001). Extensive reading in English: Habits and attitudes of a group of Italian university EFL students. *Journal of Research in Reading*, 24(2), 135-153.**

**[Available online by subscription.]**

203--Although extensive reading is now recognised as an important element of language instruction, it appears that EFL students specialising in business studies do little reading in English beyond course requirements. This study illustrates the findings of a survey of reading frequency and attitudes related to extensive reading in English. A questionnaire administered to 182 Italian EFL students at the University of Florence showed that even if frequency of reading in English is quite low, attitude towards it is clearly favourable. In addition, multiple regression analysis was used to determine potentially influential factors. Reading in Italian and experience abroad were significantly correlated with both reading frequency and attitude. The correlation between past access to English books and reading attitude approached the significance level. A negative correlation was found instead between the number of years of past English study and reading attitude. These findings are useful for defining appropriate instructional actions and identifying areas for further research, with the aim of more effectively promoting extensive reading in English.[Comment:]Camiciottoli, (2001) found only a correlation approaching significance between self-reported previous reading habits and present reading attitude of 182 Italian EFL students who completed a survey on past reading practices and attitude towards reading. While a significant negative correlation was found between willingness to read and number of years of previous study. However, the cause of reported correlations are not known; past reading might be dependent upon a third unknown construct.

The inferences made by the author are based on self-declared past reading frequency, and while the presence of reliability figures might assist the researcher argue that their inferences are valid, no such figures were reported. [S. McLean]

**Grabe, W. & Stoller, F. L. (2001). Reading for academic purposes: Guidelines for the ESL/EFL teacher. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (3rd ed., pp. 187-203). Boston, MA: Heinle & Heinle.**

202--Grabe and Stoller's chapter focuses on reading theory and practice as they apply to academic contexts. The authors outline central concepts underlying academic reading and their implications for instruction. They then highlight issues concerning the development of reading curricula including the analysis of needs and choosing appropriate texts and materials. They describe specific practices that build coherent and effective reading curricula. [In the chapter, Grabe and Stoller argue that extensive reading should be a central component of any course with the goal of building academic reading abilities. They also offer a list of ideal conditions for extensive reading.]

**Mitchell, C. B. & Vidal, K. E. (2001). Weighing the ways of the flow: Twentieth century language instruction. The Modern Language Journal, 85(1), 26-38.**

382--A traditional metaphor for changes in language teaching methodologies has been that of a pendulum swinging back and forth. However, this historical review of methodology articles in the MLJ suggests a new, more dynamic, metaphor--that of a river flowing. We examine first the major mainstream methods discussed in the Journal, showing how they came into being and what caused them, as opposed to other methods, to become so strong. Then we examine other historical and academic factors that caused the methods to divert and divide into several channels. Finally, we suggest potential areas of exploration that might lead to the development of new water sources or the diversion of the current stream into new channels. The new

metaphor and historical review of MLJ methodology articles allow us to see how our work has progressed over the years and how it has not just swung like a pendulum between two opposing positions.

[\*"The Coleman Report and the Reading Method" is one section of the article. (Coleman's theses were that reading proficiency was the most realistic and relevant goal in secondary and tertiary foreign language instruction, and that reading was best taught through reading.) The article positions the Reading Method in the history of language teaching, from its appearance in opposition to both Grammar Translation and the Direct Method to its demise, supplanted by a new focus on oral proficiency during and after World War II. The section describes some of the debate and controversy that the Coleman Reading Method aroused in the fifteen years after it was put forward in 1929. The article does not mention post-war manifestations of extensive or graded reading, nor does it include "authentic vs. simplified" in its discussion of "diversion points" (i.e., dichotomies) in language teaching.]

**Nation, I. S. P., & Deweerdt, J. P. (2001). A defence of simplification. *Prospect*, 16(3), 55-67.**

328--This paper argues that simplified or graded readers are an essential part of a language learning program if learners of all proficiency levels are to have the opportunity to do incidental language learning through reading, and to develop fluency in reading. Unsimplified texts do not allow for this kind of learning at beginning and intermediate levels because they contain too great a density of unknown words and too many different unknown words. Evidence is provided to support this from a corpus study of versions of *Dracula*. Many criticisms of simplified texts apply only to poorly simplified texts and to the poor use of such texts in curriculum planning.

**Ng, S.M. & Sullivan, C. (2001). *The Singapore reading and English acquisition program.***

294--English is an important language for multi-racial Singaporeans, and is the medium of instruction in Singapore schools from Year 1. During an extensive research study commissioned by the Ministry of Education, the Reading and English Acquisition Program (REAP), was introduced in 1985 to Year 1 classes in 30 primary schools. REAP was an integrated book-based program aimed at improving language learning, and fostering positive attitudes. It involved elements of Shared Book and Language Experience Approaches, suitably adapted to Singapore, and a Book Flood of high interest storybooks. Teacher workshops and advisory classroom visits were used to support Singapore teachers' classroom use of the project methodology. Numerous evaluation studies comparing REAP and NON-REAP children were conducted over several years, using individual and group tests of reading, listening, grammar, vocabulary, speaking and writing. REAP pupils consistently showed stronger performance in all language skills in Years 1-3, and the Ministry of Education resolved to extend the program to all schools in Singapore. Follow-up studies showed sustained effects, and the methodology is now integrated into the national syllabus.

**Robb, T. (2001). Extensive reading in an EFL environment. In J. Murphy & P. Byrd (Eds.), Understanding the courses we teach (pp. 218-235). Ann Arbor, MI: University of Michigan Press.**

273--\*The Extensive Reading (ER) course is one of a series of seven courses for freshman English majors in the Faculty of Foreign Languages of Kyoto Sangyo University (KSU) in Japan. While many of the courses require little preparation outside of class, the ER course is one of the most demanding courses English majors take requiring up to five hours a week of outside preparation. In addition to the overall goal of increasing the students' reading abilities (their levels of comprehension, speed, increased reading vocabulary, and reinforcement of basic grammatical structure through reading), a more specific objective of the ER course is to



foster more efficient reading habits, particularly to decrease the students' reliance on dictionaries and to develop increased levels of tolerance for ambiguity. An incidental benefit of the ER course is the considerable practice in summary writing required of students as proof of their having completed required reading tasks.

The course uses two distinct types of materials, the SRA Reading Laboratory Kit for in-class work, and an outside reading library containing American "youth literature." The titles held include old standbys such as *The Hardy Boys* and *Nancy Drew*, as well as such favorites as the many books by such authors as Judy Blume, Eve Bunting, Beverly Cleary and Gordon Korman. Only books for which no Japanese translation is available have been chosen to remove the temptation to do their reading in Japanese. The basic goal of the outside reading component is to read 1,100 pages for a passing grade of 60, or up to 2,000 pages for the maximum grade of 100 over the span of the course, from April to the following January with a total of approximately 25 class meetings. A 'factor' is assigned to each text in order to compensate for variations in text density. The target goal is therefore calculated in terms of 'adjusted pages' which are calculated by multiplying the actual pages read by this factor. Students summarize their reading in a notebook kept for this purpose. The notebooks are reviewed weekly in class by their instructor while the students are attending to the SRA material. Preliminary training is given in summary writing. Before starting to read books of their own choice, all students read and summarize two graded readers. Their resulting summaries are compared with a model summary as an initial in-class activity. Students are assessed on the total pages read (60%), the number of SRA sets read in class (20%) and their final SRA color (reading) level.

**Tinker Sachs, G. (2001, May-Nov). Transforming extensive reading lessons. *New Horizons in Education*, 43-44, 78-90. Retrieved October 25, 2008 from**

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_&ERICExtSearch\\_SearchValue\\_0=ED463670&ERICExtSearch\\_SearchType\\_0=no&accno=ED463670](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED463670&ERICExtSearch_SearchType_0=no&accno=ED463670)

426--Extensive Reading (also known as ERS or the Extensive Reading Scheme) in many Hong Kong schools is viewed, organised and promoted in very narrow and limiting terms. Traditionally, ERS is enacted in the selection and reading of a book followed by the completion of the relevant book card. This paper challenges the prevailing paradigm and encourages teachers to transform their ERS lessons by adopting approaches that will activate and enhance pupils' engagement with the ERS books and ultimately reap long term benefits in EFL/ESL learning. These approaches include making the aesthetic and affective dimension integral to ERS as well as the promotion and adoption of a Vygotskyian social interaction framework in the structure and design of the activities. A description, examples and illustrations of the activities to promote the two approaches are provided for classroom practitioners.

**Wong, C. K. (2001). What We Know after a Decade of Hong Kong Extensive Reading Scheme. ERIC Document Reproduction Service No. ED458806.**

222--\*If literacy is defined as the ability to read and write, in the context of Hong Kong, literacy is more commonly known as language proficiency. The introduction of the Hong Kong Extensive Reading Scheme in English (HKERS) in 1991 aimed to motivate the students to read and thus enhance their English proficiency. Yet, as of 2001, after a decade since its introduction, motivating students to read more English is still a daunting job. The attitude towards English reading among the students of Hong Kong remains negative, and the motivation to read stays at the same low level. Concern about declining English proficiency among the students is still widespread. If biliteracy (mastered written Chinese and English) and trilingualism (speak fluent Cantonese, Putonghua, and English) are the ultimate aims of Hong

Kong is education policy on language proficiency, then that policy is a long way from realizing its goals. This paper attempts to look into the reasons why the English proficiency level has not changed much since the introduction of the HKERS and suggest what can be done further to make HKERS work best for the students of Hong Kong. It is suggested that general reading skills be strengthened, a favorable environment for reading be created, labeling be eliminated, the connection between reading and writing be more effectively understood, and a wide selection of authentic and relevant reading materials be made available.

**Wood, K. D., Roser, N. L., & Martinez, M. (2001). *The Reading Teacher*, 55(2), 102-111. [email: kdwood@email.uncc.edu]**

191--\*This article introduces the term collaborative literacy which the authors define as "a multidimensional term to describe how engaging students in group activities to read discuss, and analyze literature on the theme of working together can help them learn many of life's important lessons. In turn, this engagement reinforces their ability to work collaboratively." The authors provide a list of books at various reading levels on the theme of working together. They illustrate the discussions that ensued when these books were used in a Book Club approach. The authors also offer a discussion of the early roots of cooperation, including cooperation among other animals besides humans, as well as advice on how to help students learn to work collaboratively.

**Yang, A. (2001). *Reading and the non-academic learner: a mystery solved*, *System*, 29(4), 451-466.**

288--\*Research indicates that language learners benefit from reading extensively in the L2. In addition to being exposed to a large amount of language input, learners have the opportunity to engage in academic discourse as a novel is discussed in class. The benefits for the academic learners seem evident, but what about the non-academic learners? This study investigates the

effects of reading mystery novels on Hong Kong adult learners studying English for the purposes of pleasure and/or career development. Results of the comparison study show that novel readers made substantial proficiency gains and that there were important motivational benefits as well.

**Chow, P-H, & Chou, C-T. (2000). Evaluating sustained silent reading in reading classes. The Internet TESL Journal, 6(11), (November 2000). Retrieved January 5, 2013, from <http://iteslj.org/Articles/Chow-SSR.html>**

521--A literature review on the effects of incorporating sustained silent reading (SSR) in class was given and the key features of successful SSR were examined. A general assumption about reading is that students improve their reading ability by reading a lot. Research on native speakers of English and students of English as a second language has shown that the amount of time spent reading is related to students' reading comprehension and vocabulary growth. Students also develop more positive attitudes towards reading after the SSR programs. The effects are more prominent when the students are allowed to select their own reading materials and the SSR programs are run for 6 months or more.

**Elley, W. B. (2000). The potential of book floods for raising literacy levels. International Review of Education, 46, 233-255. doi: 10.1023/A:1004086618679**

584--The problem of raising literacy levels in developing countries is particularly challenging when pupils have their schooling in a non-native language. One promising strategy which has been tried and evaluated in the schools of several developing countries is the Book Flood approach. This article summarises the findings of Book Flood studies in Niue, Fiji, Singapore, Sri Lanka, South Africa, Solomon Islands, and several other countries.

The evidence is now strong that it is possible to double the rate of reading acquisition of Third World primary school pupils with a "Book Flood" of about 100 high-interest books, per class,

and short teacher training sessions. The benefits for reading skill and enthusiasm are consistent across diverse cultures, mother tongues and age levels, and they appear to generate corresponding improvements in children's writing, listening comprehension, and related language skills. Such skills are typically found to develop very slowly under traditional textbook styles of teaching.

The problems of cost per school and cultural suitability of imported books are addressed. Several countries have adopted Book Flood programmes on a national scale, and others are currently planning to do so.

**Horst, M. (2000). Text encounters of the frequent kind: Learning L2 vocabulary through reading. Unpublished doctoral dissertation, University of Wales, Swansea, UK.**

223--It is generally believed that reading in a second language is one of the main ways learners acquire vocabulary. Increased exposure to new words in context is assumed to result in increased vocabulary knowledge. However, good experimental evidence supporting this connection is hard to come by. Most available studies report only tiny gains in vocabulary knowledge as a result of reading. We believe this problem arises because experiments typically use insensitive methodologies and study the acquisition of only a few words.

Our research addresses these design issues. When we carefully controlled the conditions in which L2 learners read a text, we found clear evidence of a role for frequent exposures to new words. Although this experiment made a stronger case for the benefits of frequent encounters than previous studies, we felt results were limited by two factors: constraints on learning opportunities in natural texts and insensitive testing. Repeated readings of the same text proved to be a way of offering learners more frequent exposures to new words than are normally available, and a ratings scale allowed us to test word knowledge more sensitively. We implemented these innovations in two case studies that tracked the acquisition of hundreds of

target words over many weeks.

Reporting learning results as matrices allowed us to identify growth patterns not picked up by more standard methodologies. The data showed that repeated reading of a single long text does result in substantial learning, but learning is unstable and non-linear. Matrix modelling predicted patterns of growth surprisingly well. Results also indicated that word knowledge gains were achieved over the course of repeated text exposures regardless of the overt informativeness of contexts surrounding unfamiliar items. Thus, the research confirmed that frequent text encounters with new words play a crucial role in the incidental acquisition of L2 vocabulary

**Hsui, V. Y. (2000). Guided independent reading (GIR): A programme to nurture lifelong readers. *Teaching & Learning*, 20(2), 31-39.**

187--\*This article describes a program designed to help primary and secondary school students who have yet to develop a love for reading. The program combines self-selected silent reading with reading aloud by the teacher, sharing with partners, and monitoring of individual and class reading. Among the sharing activities presented are: retelling all or part of the book, reading aloud favorite parts, and answering thinking questions about the book. It is stressed that these sharing sessions should be conducted in a non-judgmental, relaxed setting. Among the proposed benefits of such sharing is that students "need to be given an opportunity to express what excites or impresses them, to question what they have read, and to think individually and as a corporate body about their reading".

**Ji, Y. (2000, February-March). Sandwich stories as a bridge to authentic material: A developmental approach to teaching EFL reading to young learners in China. *IATEFL Issues*, 153, 12-15.**

188--\*This article discusses a technique for creating extensive reading materials for low proficiency level second language learners that addresses a key concern: how to create engaging materials given such learners' very restricted vocabulary size. Sandwich stories combine L1 and L2 vocabulary, using the L1 vocabulary for items thought to be beyond the current level of students' knowledge. Thus, sandwich stories allow for a balance, resulting in materials that are both interesting and comprehensible. The author discusses the history of and rationale for sandwich stories, how to make them, and how to move beyond them.

**Lao, C. Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL; more evidence for the power of reading. *System*, 28, 261-270.**

240-- University level EFL students in Hong Kong who participated in a popular literature class that emphasized reading for content and enjoyment, including some self-selected reading, made superior gains on measures of vocabulary and reading rate, when compared to students enrolled in a traditional academic skills class. Eighty-eight percent of the literature students felt that what they learned from the course would help them in other university courses, but only 12% of the traditional academic skills students had this opinion about their class. These results are consistent with previous studies showing that meaningful reading is an important source of literacy competence.

**Lau, M. H. S. (2000). An investigation and comparison of the use of learner strategies: a case study of two secondary six students with different exposure to extensive reading in English. Unpublished master's thesis, The University of Hong Kong.**

432--

The primary purposes of this study were to (1) identify the range and frequency of use of learner strategies employed by two secondary six students with different exposure to extensive reading of English in writing and reading tasks; (2) compare if there is a difference in the use of

learner strategies between the students in the two language tasks and (3) explore whether, if there is a difference in the use of learner strategies, the difference is attributable to the difference in the two students' metacognitive knowledge.

The study first outlined the close relationship between extensive reading in English and learners' language development particularly in reading and writing, the taxonomies of learner strategies and types of metacognitive knowledge, the relationship between the use of learner strategies and language proficiency and between the use of learner strategies and metacognitive knowledge and verbal report methodology. Then, the background to the study was introduced. Following this was the main study which investigated the use of learner strategies between two Form six students in writing and reading tasks and its relation to metacognitive knowledge. In the main study, there were two student participants, one of high English proficiency and the other of low English proficiency. Students' language proficiency was determined by their exposure to extensive reading in English. Writing and reading tasks were given to the students to perform and they were invited to think-aloud their mental processing when attempting the tasks. At the end of the study, a semistructured interview was conducted with the students to explore their metacognitive knowledge.

It was found that the range and frequency of use of learner strategies of the student with high English proficiency was wider and greater than those of the student with low English proficiency. The metacognitive knowledge of the student with high English proficiency was relatively more comprehensive than that of the student with low English proficiency.

**Moses, A. (2000). Quenching the thirst for narrative. Folio (Journal of MATSDA [Materials Development Association]), 6(1), 26-28.**

453--\*In this article, the award-winning author of graded readers addresses those considering



writing fiction for EFL students, and explores the similarities and differences in writing for the general public and the EFL market in terms of both language and content. She concludes that EFL writers "should not be afraid to aspire to the quality of literature.... When so many young adults claim that they 'don't like reading', it becomes more important than ever to ensure that the fiction we write for learners is as good as it can be, offering them enjoyment and intellectual stimulus, as well as assisting them in the development of their English" (p. 28).

**Sin, M. (2000). The evaluation of the implementation of the Chinese extensive reading scheme in a secondary school: a school based action research. Unpublished master's thesis, The University of Hong Kong.**

433--

The primary purposes of this study were to (1) identify the range and frequency of use of learner strategies employed by two secondary six students with different exposure to extensive reading of English in writing and reading tasks; (2) compare if there is a difference in the use of learner strategies between the students in the two language tasks and (3) explore whether, if there is a difference in the use of learner strategies, the difference is attributable to the difference in the two students' metacognitive knowledge.

The study first outlined the close relationship between extensive reading in English and learners' language development particularly in reading and writing, the taxonomies of learner strategies and types of metacognitive knowledge, the relationship between the use of learner strategies and language proficiency and between the use of learner strategies and metacognitive knowledge and verbal report methodology. Then, the background to the study was introduced. Following this was the main study which investigated the use of learner strategies between two Form six students in writing and reading tasks and its relation to metacognitive knowledge. In the main study, there were two student participants, one of high

English proficiency and the other of low English proficiency. Students' language proficiency was determined by their exposure to extensive reading in English. Writing and reading tasks were given to the students to perform and they were invited to think-aloud their mental processing when attempting the tasks. At the end of the study, a semistructured interview was conducted with the students to explore their metacognitive knowledge.

It was found that the range and frequency of use of learner strategies of the student with high English proficiency was wider and greater than those of the student with low English proficiency. The metacognitive knowledge of the student with high English proficiency was relatively more comprehensive than that of the student with low English proficiency.

**Gee, R. W. (1999). Encouraging ESL students to read. TESOL Journal, 8(1), 3-7.**

171--\*This article presents ideas for encouraging a love of reading among ESL students at elementary and middle school level. The author begins by emphasizing the crucial nature of affective variables in reading, not only in determining attitude toward reading but also for increasing comprehension. In addition to attitude, these affective variables include motivation, beliefs, perceived task control, and perceived competence. Suggestions for enhancing affect include: open tasks in which students have opportunities for choice, challenge, control in organizing and planning, collaboration, connecting to the world beyond the classroom, understanding of why they are doing the task, and self-evaluation; ways of making easy books acceptable and difficult books accessible; allowing students to choose what they read and helping them to learn how to choose wisely; and a low-risk environment in which teachers act as facilitators and role models rather than evaluators, classmates are supportive, and time and space is provided for students to read and to share with one another about their reading.

**Hayashi, K. (1999). Reading strategies and extensive reading in EFL classes. RELC Journal,**

**30(2), 114-132.**

173--\*This article reports a study in which 100 Japanese university students participated. The researcher investigated the effects of extensive reading on students' proficiency in English. Pre- and post-tests were used, but there was no control group. The extensive reading programme involved students in reading self-selected books and writing reports on these books. The teacher provided feedback on these reports. The researcher states that those students who read more experienced significantly greater improvement in reading ability and vocabulary knowledge, although apparently not in text reading comprehension. Questionnaire data suggest that the students believed the extensive reading programme had helped improve their English and that the teacher's comments on their book reports were useful. The study also investigated reading strategy use among students of varying proficiencies.

**Huckin, T & Coady, J. (1999). Incidental vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 21(2), 181-192.**

287--\*It is widely agreed that much second language vocabulary learning occurs incidentally while the learner is engaged in extensive reading. After a decade of intensive research, however, the incidental learning of vocabulary is still not fully understood, and many questions remain unsettled. Key unresolved issues include the actual mechanism of incidental acquisition, the type and size of vocabulary needed for accurate guessing, the degree of exposure to a word needed for successful acquisition, the efficacy of different word-guessing strategies, the value of teaching explicit guessing strategies, the influence of different kinds of reading texts, the effects of input modification, and, more generally, the problems with incidental learning. This article briefly surveys the empirical research that has been done on these issues in recent years.

**Ji, Y. (1999). Communicative language-teaching through sandwich stories for EFL children in**

174--With more than 3.6 million presecondary schoolchildren (below 13 years of age) learning English as a foreign language (EFL) in mainland China, publishers have acted quickly to reap profits from this sector of the school market. Drop into any average-size bookstore and you will have no trouble at all collecting 20 to 30 kinds of EFL textbooks for children, almost all of which are advertised as being the latest in communicative language-teaching (CLT) and having "communication" as their main aim. Today, almost 20 years after CLT was first introduced into China, EFL practitioners in the Chinese mainland have generally come to agree with the idea of teaching English as communication. However, CLT textbooks are problematic in the primary EFL classroom. Communicative techniques fail to work and information gaps are found to be not "worth filling" at all. This article presents a discussion of two problems with current CLT textbooks for EFL children in China, followed by an explanation of the rationale for the use of stories and sandwich stories, as well as a demonstration of sandwich stories being used in the classroom.

**Lituanas, P. M., Jacobs, G. M., & Renandya, W. A. (1999). A study of extensive reading with remedial reading students. In Y. M. Cheah & S. M. Ng (Eds.) Language instructional issues in Asian classrooms (pp. 89-104). Newark, DE: International Development in Asia Committee, International Reading Association. Available:**

**[http://extensivereading.net/er/bibdocs/lituanas\\_et\\_al.doc](http://extensivereading.net/er/bibdocs/lituanas_et_al.doc)**

176--\*This book chapter reports a study designed to examine the effectiveness of an English-language ER program for remedial students at a public secondary school in the southern Philippines. Sixty first-year students at the school, 30 females and 30 males, who were to be assigned to remedial reading classes constituted the participants in this study. Using a matched-pairs design, each student was first matched with another of similar IQ, sex, socio-economic status, reading level, and past achievement. Then, one member of each pair

was randomly assigned to the experimental remedial reading class, and the other member was assigned to the control class, so as to achieve balance on the variables in the two remedial reading classes.

A Pre-test - Post-test Control Group design was used. The dependent variable, reading proficiency, was assessed via two instruments: the Informal Reading Inventory (IRI) (Johnson, Kress, & Pikulski, 1987), which yields scores from 0-100 on reading comprehension, and the Gray Standardized Oral Reading Test (GSORT) (Gray, 1967), which measures reading speed and accuracy, and indicates the grade level at which the student is reading. Both instruments were administered twice, once two months before the six-month treatment began and again after the treatment had been carried out. During the six months, both the control and experimental groups received 40 minutes of regular English class daily, plus an additional 40-minute remedial reading class. In their remedial reading class, the control group was taught in the conventional way from a textbook which included lessons on vowel and consonant sounds, minimal pairs, reading and reciting poems, and reading short selections. The only silent reading the control group did--and this infrequently--was of these short selections from their textbook. In contrast, the experimental remedial reading group took part in an ER program, the core of which consisted of students reading texts of their choice and doing a variety of post-reading activities. Post-test scores showed that the treatment group outperformed their control group peers to a statistically significant extent.

**Nation, P., & Wang, K. M.-T. (1999). Graded readers and vocabulary. *Reading in a Foreign Language*, 12, 355-380.**

178--This study looks at the potential for vocabulary learning using a corpus of forty-two graded readers from one series of graded readers (seven at each of the six levels in the series). It was found that in order to have 95% coverage of the running words at a level in the series, it was necessary to already know the vocabulary of the current level in the scheme.

Most of the words in the scheme would be met often, particularly if learners systematically read several readers at each of the various levels in the scheme. Words which were introduced in the early levels of the scheme occur often in books written for the later levels of the scheme. Learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous meeting. Graded reader schemes need to go up to the 5,000 word level in order to make the transition from graded readers to unsimplified texts easier.

**Maxim, H. (1999). The Effects of Extensive Authentic Reading on First-Semester German Students' Reading Comprehension, Cultural Horizon, and Language Proficiency.**

**Unpublished dissertation, University of Texas-Austin. UMI #99-47311**

292--This dissertation investigates the effects of reading a longer, authentic text on the language proficiency, reading comprehension, and cultural awareness of beginning foreign language students. The introductory chapter places this project within the context of a profession that has witnessed a shift toward a student-centered approach that emphasizes verbal production over reading comprehension. Reading, despite capitalizing on the cognitive abilities adult learners literate in their native language bring with them to the foreign language classroom, typically appears only on the periphery of beginning instruction. Extensive reading, defined as the reading of unedited texts of several thousand words or more, is outcast to an even greater degree, barely even considered an option for the elementary level.

Chapter 2 reviews the research on foreign language reading in order to identify the rationale for extensive reading. Of central importance are the numerous text-extrinsic, reader-driven components of the foreign language reading process that allow adult students to overcome deficiencies in language proficiency. In addition, the fact that almost all of the reading research that informs current foreign language reading pedagogy has been conducted using short texts indicates a need for the profession to assess the feasibility of reading longer texts.

Chapter 3 presents the procedures for reading a longer, authentic text in the first-semester foreign language class. Two central premises guide the methodology. First, the majority of the extensive reading is done in class in pair and group work under the supervision of the instructor. Second, the reading is guided by a series of tasks designed to draw on students existing cognitive skills for the purpose of (1) recognizing major events and the textual language used to convey these events, (2) reproducing textual language both orally and in writing, and (3) ultimately analyzing the events and textual language for cultural implications. Chapter 4 describes the research design. During the course of the first semester, a treatment group (N = 27) followed the same grammatical syllabus as a comparison group (N = 32), but replaced all standard reading assignments in the textbook with daily readings of a 142-page German romance novel. The effects of the treatment were measured by the two groups results on three assessment tools: 1) two standardized departmental exams; 2) a pre- and post-test consisting of written recall protocols of four texts, questions about readers horizon of cultural expectations, and vocabulary-related questions; and 3) a pre- and post-treatment attitude survey.

In Chapter 5 the results on these three measures were statistically analyzed for significant differences between the two groups. Within-group recall scores and between-group attitude surveys were significant. In other words, each groups treatment was effective in increasing their respective recall scores while the treatment group indicated a significant change in reading behavior over the course of the semester as compared with the comparison group. Chapter 6 presents conclusions and implications based on these data. First, students who followed an in-class, guided approach to reading were able to read a longer, authentic text in the first semester, thus opening the possibilities for increasing readings role and broadening the options for instruction in the early semesters. Second, the lack of statistical significance between the two groups performance on the two department tests and the post-test suggests that recycling authentic language through reading an extended discourse about a single set of

characters provides an alternative approach to developing language proficiency in beginning language students. Moreover, such findings counter the argument that time spent in class reading will adversely affect beginning language learners L2 development. Finally, post-treatment attitude survey results that indicated the treatment group perceived a significant change in their reading behavior suggest that increasing readings role in beginning instruction potentially provides students with more appropriate skills for making the transition to upper-level language study.

**Prowse, P. (1999). The secret of reading. *English Teaching Professional*, 13, 10-11.**

179--\*This article briefly summarizes research that suggests that extensive reading is effective vehicle for second language learning. The research is divided into sections on primary, secondary, and adult learners. The 'Clockwork Orange Study' (Saragi, Nation, & Meister, 1978) and the mixed results of various follow-up studies are discussed. An article by the same author will appear in the next issue of the same journal. In that article, the author promises to provide practical answers to the question posed by a teacher of English as an Additional Language who worried about motivating students to do extensive reading, "They don't read in their own language. How on earth can I get them to read in English?"

**Renandya, W. A., Rajan, B. R. S., & Jacobs, G. M. (1999). Extensive reading with adult learners of English as a second language. *RELC Journal*, 30, 39-61.**

180--This paper reports on a study of the impact of extensive reading (ER) on the language proficiency of a group of Vietnamese government officials studying English. Two questions were of interest. First, we wanted to examine if ER could be successfully implemented with adult second language learners beyond traditional student age. Secondly, we were interested in the relationship between learning gain and a set of ER variables, such as amount of ER materials read, the extent to which this material was perceived to be a useful and enjoyable



activity. The results indicated that older adult second language learners could indeed benefit from a carefully planned and systematically implemented ER program. Further, a regression analysis showed that amount of ER was the only significant predictor of participants' gain scores.

**Rodrigo, V., & McQuillan, J. (1999). Personal reading: An effective means to Spanish language acquisition by U.S. bilingual Hispanics. *Lectura y Vida (Reading and Life)*, 20(1), 33-44**

181--In this study, the effectiveness of using extensive reading to teach Spanish as a heritage language to U.S. Hispanic students was empirically assessed using vocabulary measures and student questionnaires. Results suggest that free or voluntary reading programs, in which students are allowed to choose their own reading material, read at their own pace, and in which reading is done for content provide two key advantages: Spanish language proficiency is greatly facilitated and reading habits are successfully promoted. The authors provide guidelines for teaching and propose implications for language acquisition models.

**Rott, S. (1999). The effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition and retention through reading. *Studies in Second Language Acquisition*, 21, 589-619,**

182--Research has been investigating the role of reading, as one source of input, in language learners' vocabulary development. The present study was designed to examine whether intermediate learners incidentally (a) acquire and (b) retain unknown vocabulary as a result of reading. The study further assessed (c) the effect of the text variable of exposure frequency. Learners were exposed to unfamiliar words either two, four, or six times during reading. Vocabulary acquisition and retention measured productive and receptive knowledge gain. Results indicated that only two encounters with unfamiliar words during reading significantly

affected learners' vocabulary growth. Moreover, two or four exposure frequencies resulted in fairly similar word gain, but six exposures produced significantly more vocabulary knowledge. Retention measures showed mixed results: On productive vocabulary knowledge only half of the subjects displayed a significant rate of retention. On receptive knowledge all but one experimental group retained vocabulary over 4 weeks.

**Seow, A. (1999). What do we really want out of USSR? Teaching of English Language and Literature (TELL) 15(2), 22-24.**

183--Uninterrupted Sustained Silent Reading (USSR) is a common reading strategy which many schools in Singapore have used to promote reading, albeit with varying degrees of success in implementation. Some schools are more successful in getting their pupils to appreciate and enjoy reading the USSR materials, while some other schools are less successful in carrying out the reading activity for various reasons. This article describes some significant similarities and differences between the USSR programme and another reading programme, the Extensive Reading Programme (ERP). According to the writer, USSR is best used as a prelude to ERP. Once pupils have formed the habit of sustained silent reading, they would then be ready for the more independent extensive reading programme.

**Young, D. J. (1999). Linguistic Simplification of SL Reading Material: Effective Instructional Practice? Modern Language Journal, 83, 350-366**

184--Linguistic simplification of authentic texts is a common practice in second language (SL) reading material but research results on whether it actually increases comprehension are inconsistent. This study examined the types of simplifications made to 4 authentic texts and investigated whether there were differences in recall scores based on whether students read simplified or authentic versions. Four different recall scoring methods were used to assess reading comprehension. Findings indicated that a high percentage of the modifications made

were lexical in nature and that recall scores for the simplified texts were not superior to the authentic ones. Moreover, 1 scoring method in particular, scoring based on the number and weight of misunderstandings, led to significant insights into the relationship between text processing and reading comprehension.

**Yu, V. W. S. (1999). Promoting second language development and reading habit through an extensive reading scheme. In Y. M. Cheah & S. M. Ng (Eds.) Language instructional issues in Asian classrooms (pp. 59-74). Newark, DE: International Development in Asia Committee, International Reading Association.**

185--\*This chapter describes a territory-wide English extensive reading scheme implemented at upper primary and junior secondary levels in Hong Kong schools. The paper discusses the rationale for extensive reading and outlines the aims and features of the reading scheme. It also reports on an empirical study to evaluate the effectiveness of the scheme. The study investigated whether the scheme helped students acquire a reading habit in English and improve their English proficiency. Participants in the study were an experimental group (492 students), a control group (490 students), and 45 teachers from schools taking part in the scheme. All three groups completed questionnaires. Results suggested that students in the experimental group were more regular readers. However, only 27% included extensive reading in English as a favourite pastime, showing that a reading habit takes a long time to develop and continual structural support is necessary. As for language development, the experimental students were more confident of their reading ability, and evaluation of the scheme by teachers and students suggested that they perceived the programme as useful in developing such aspects of English as vocabulary, reading, and writing and in expanding students' knowledge of the world.

**Bell, T. (1998). Extensive reading: Why? and How? The Internet TESL Journal, 4, (12).**

**Available: <http://iteslj.org/Articles/Bell-Reading.html>.**

245--An extensive reading program was established for elementary level language learners at the British Council Language Center in Sanaa, Yemen. Research evidence for the use of such programs in EFL/ESL contexts is presented, emphasizing the benefits of this type of input for students' English language learning and skill development. Practical advice is then offered to teachers worldwide on ways to encourage learners to engage in a focused and motivating reading program with the potential to lead students along a path to independence and resourcefulness in their reading and language learning.

**Day, R. R., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge: Cambridge University Press.**

159--\*The book, comprising 15 chapters, is divided into three main parts. The first part is the more theoretical, beginning with an explanation of what extensive reading (ER) and various related terms, such as free voluntary reading, mean. The next chapters in this part situate ER in light of theories of the reading process, discuss the importance of affect and how ER can improve learners' attitudes toward reading, review research on ER, and consider the place of ER in the second language curriculum. The book's second part discusses a crucial issue regarding materials for use in ER programmes. The authors argue for the use of what they call language learner literature, works written or rewritten especially for language learners, e.g., simplified versions of well-known works. Day and Bamford go on to illustrate what is involved in creating good language learner literature. Further, the book's appendix provides a 49-page bibliography of recommended works of this type. The last and longest part of the book describes the nuts and bolts of running ER programmes, including setting up the programme, finding and organising the materials, orienting the students to the programme, creating an on-going community of readers, evaluating the programme, and, last but not least, the role of the teacher. They conclude by emphasising that although successful ER programmes differ in

many regards, they all have one element in common: teachers who put their heart, soul, and mind into making the programme a success.

Reviews of this volume

Review by Willy A. Renandya, George M. Jacobs & Vivienne Wai-Sze Yu A slightly abridged version of this review appeared in RELC Journal, 29(2), 1998, pp. 187-191.

Review by David Dycasin Literacy Across Cultures, February, 1998, 1/2

Review by Kyle Perkins Modern Language Journal Vol 83(1), 1999

Review by Ted Plaister The CATESOL Journal 1997/98, p. 159

**Dupuy, B. (1998). Cercles de lecture: Une autre approche de la lecture dans la classe intermédiaire de français langue étrangère. [Literature Circles: A different reading approach in the intermediate French classroom] The Canadian Modern Language Review, 54, 579-585.**

160--In this paper, the author reports on an alternative reading approach for the intermediate foreign language class. It is an approach through which students are exposed to a great variety of books that they self select and discuss in their literature circles. After discussing the general principles of literature circles, the author will proceed to discuss how this approach can be implemented in the classroom.

**Heal, L. (1998). Motivating large reading classes. Internet TESL Journal. retrieved 4 June,**

**1999.**

161--This article describes how group rewards were used to increase motivation in a reading class of 50 second-year students at a women's junior college in Japan. The class was built around the reading of a novel during the semester, with students reading a certain number of chapters per week as homework and discussing those chapters in class. Early in the semester, many students did not seem to be reading the assigned chapters, absenteeism was high, and when asked to discuss the chapters in groups, many students did not participate. In hopes of improving the situation, the teacher organized students into permanent groups of about five. At first, groups were given questions to answer about the chapters and were rewarded based on the order in which groups correctly completed all the questions. Later in the semester, groups wrote questions for other groups to answer and were rewarded on the quality of their questions, their ability to answer other groups' questions, and other groups' inability to answer their questions. Grades for the course were assigned by totaling groups' weekly scores, with some minor individual adjustment if a student was particularly diligent or particularly unparticipatory. The author reports that while some students continued to lack motivation, overall the reward system was a success as the class "became a scene of active group cooperation and communication".

**Horst, M., Cobb, T., & Meara, P. (1998). Beyond A Clockwork Orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11, 207-223.**

162--This replication study demonstrates that second language learners recognised the meanings of new words and built associations between them as a result of comprehension-focused extensive reading. A carefully controlled book-length reading treatment resulted in more incidental word learning and a higher pick-up rate than previous studies with shorter tasks. The longer text also made it possible to explain incidental learning growth in terms of frequency of occurrence of words in the text. But the general frequency of a

word was not found to make the word more learnable. Findings also suggested that subjects with larger L2 vocabulary sizes had greater incidental word learning gains. Implications for incidental acquisition as a strategy for vocabulary growth are discussed.

**Kim, H., & Krashen, S. (1998). The author recognition and magazine recognition tests, and free voluntary reading as predictors of vocabulary development in English as a foreign language for Korean high school students. *System* 26, 515-523.**

227--In Author and Magazine Recognition Tests, subjects are asked to indicate whether they recognize authors and magazines. Stanovich, West and associates have demonstrated that performance on these measures is a consistent predictor of first language literacy development. In this study, these measures were also found to predict second language vocabulary among high school EFL students in Korea. Reported free reading in English was also related to vocabulary development, replicating previous research, but the effect of the author and magazine recognition tests was independent of free reading. Alone, the author recognition test accounted for 38% of the variance in the vocabulary test.

**Lomicka, L. L. (1998). "To gloss or not to gloss": An investigation of reading comprehension online. *Language Learning & Technology*, 1(2), 41-50. <http://dx.doi.org/10125/25020>**

777--This pilot study investigated the effects of multimedia reading software on reading comprehension. Specifically, the study aimed to explore how multimedia annotations influence the level of comprehension. Twelve college students enrolled in a second semester French course were instructed to think aloud during the reading of text on the computer screen. Participants read the text under one of three conditions: full glossing, limited glossing, or no glossing. In addition, a tracker was set up in the software to record the amount and type of glosses, and length of time that each was consulted. The raw data clearly indicate an increase in the number of causal inferences generated for students who had access to full glossing.

Computerized reading with full glossing may promote a deeper level of text comprehension.

Pedagogical suggestions for second language (L2) teaching and research will be discussed.

**McQuillan, J. (1998). The use of self-selected and free voluntary reading in heritage language programs: A review of research. In S. D. Krashen, L. Tse, and J. McQuillan (Eds.), Heritage language development (pp. 73-88). Culver City, CA: Language Education Associates.**

164--The number of secondary schools and universities offering courses designed especially for heritage language (HL) speakers has increased dramatically in recent years (Collisten, 1994). Despite the appearance of a number of theoretical frameworks on how to approach HL instruction (Valdes, 1995; Merino, Trueba, and Sanmaniego, 1993) and the publication of several textbooks and proposed curricula ranging from traditional grammar instruction (Gonzales and Gonzales, 1991; Blanco, 1994; Sole, 1994) to communicative approaches (Roca, 1994), there has been little formal evaluation of the effectiveness of any of these methods. One exception is a small body of research on the promotion of self-selected, pleasure reading--what Krashen (1993) calls "free voluntary reading" (FVR)--in HL classes. This chapter reviews the literature on the use of FVR and self-selected reading with HL students, and discusses at what age and under what conditions HL courses may be most effective.

**McQuillan, J., & Tse, L. (1998). What's the story? Using the Narrative Approach in beginning language classrooms. TESOL Journal, 7, 18-23.**

165--\*The primary purpose of beginning-level L2 courses is to provide students with interesting and comprehensible language input in a low anxiety setting (Krashen, 1982). This article introduces an approach to language teaching that incorporates the best of existing comprehension-based methods, such as the natural approach, and is at the same time a radically different way of envisioning second and foreign language instruction. The narrative



approach does not focus the syllabus on grammatical structures or thematically organized vocabulary but on a simple yet powerful medium that provides students input: interesting and comprehensible stories. We will outline the theoretical rationale and research support for the narrative approach and suggest how to implement it in beginning-level second and foreign language classrooms.

**Mukundan, J., Ting, S. H., & Ali, A. G. (1998). Class readers. Petaling Jaya, Malaysia: Longman.**

166--\*This book provides readers with background knowledge on the Class Reader Programme which was implemented in Malaysia in 1990. It also serves as the teacher's guide for making full use of class readers for language development. It explores the use of different kinds of activities in greater depth than the Teaching Files which accompany class readers. Crucial issues associated with the use of class readers such as the importance of a cultural schemata and the use of cooperative learning are also included to equip teachers to make class reader lessons a pleasurable reading and learning experience. Chapter 1 describes the historical background of the Class Reader Programme. Chapter 2 provides a variety of reading activities which can be carried out based on the class reader. Chapter 3 encompasses activities which develop the listening skill, speaking skill and writing skill in the context of class readers. Chapter 4 focusses on the development of language content in the context of class readers. Chapter 5 is aimed as a guide for teachers who are new in the area of teaching poetry. Chapter 6 is a collection of innovative ideas in material production which is interesting, yet effortless. Chapter 7 highlights the importance of cultural knowledge in comprehension of class readers. Chapter 8 includes a complete selection of lesson plans for teaching a class read, "King Solomon's Mines". Chapter 9 is an overview of emerging issues in the implementation of the Class Reader Programme. It deals with issues like the minimal use of cooperative group work and unproductive use of class readers.

**Pucci, S. L. (1998). What predicts second language reading success? A study of home and school variables. I.T.L. Review of Applied Linguistics, 121-122, 1-18.**

167--\*This article reports a study of the correlations between L2 reading proficiency and a number of home and school variables, data for which were collected via self-report. Participants in the study were 23 fourth grade U.S. elementary school students who had Spanish as their primary language. Twelve were rated as proficient English readers, and 11 were rated as less proficient. Multiple t-tests found no differences between the two groups on many variables, such as time spent reading at home, time spent at school on self-selected reading, and time being read aloud to at home. However, the more proficient group were reportedly higher to a statistically significant degree on books in the home, recognition of book titles, positive attitude toward reading, and self-evaluation of reading ability. Based on these findings, the author recommends that school libraries be given greater emphasis as a source of reading materials.

**Tweissi, A. I. (1998). The effects of the amount and type of simplification on foreign language reading comprehension. Reading in a Foreign Language. 11(2), 191-206.**

277--\* Analyzed whether variations in amount and type of linguistic simplification would create differences in the comprehension levels of Jordanian college students studying English. Students read different versions of a text and completed an achievement test. Simplification positively affected students' reading comprehension. The type, not amount, of simplification affected comprehension. Too much simplification was not necessarily helpful.

[https://scholarspace.manoa.hawaii.edu/bitstream/10125/66956/1/11\\_2\\_10125\\_66956\\_rfl112tw\\_eissi-sm.pdf](https://scholarspace.manoa.hawaii.edu/bitstream/10125/66956/1/11_2_10125_66956_rfl112tw_eissi-sm.pdf)

**Wolkinson, D., & Burchfield, L. (1998). How one school made extensive reading work. English Teachers' Journal (Israel), 52, 69-72.**

170--\*This article describes an English language extensive reading program at an Israeli junior high school. The program's initiation, guidelines and problems are discussed. Student surveys indicated an overall favorable response to the program. The authors make the following suggestions: provide incentives to encourage students to bring their books to class; hold meetings at which teachers work on criteria for evaluating students' book tasks, encourage teachers to conduct sustained silent reading (SSR) at conducive times and to maintain discipline during SSR; and involve students in deciding which books to purchase for the school library.

**Aebersold, J. A., & Field, M. L. (1997). From reader to reading teacher: Issues and strategies for second language classrooms. Cambridge: Cambridge University Press.**

129--\*While most of this book is not about extensive reading, the following parts are relevant. The beginning of chapter 1 asks teachers to think about the role of reading in their life, past and present, and on the influence of family, community, school, culture, and individual characteristics in defining the role of reading for them. Pages 43-44 discuss an approach to reading instruction based on extensive reading. Included is an account by a teacher who taught a reading course based on extensive reading. One of her reasons was that she wanted to give students more responsibility. Pages 181-183 explain what a reading journal is and include two entries from students' journals.

**Bamford, J., & Day, R. R. (1997). Extensive reading: What is it? Why bother? The Language Teacher, 21(5), 6-8.**

130--\*This article argues that all students must engage in extensive reading if they are to become skillful and fluent. "Automaticity of 'bottom-up' (word recognition) processes upon which comprehension depends is a consequence of practice." The authors list characteristics of successful extensive reading programs, including "Reading is its own reward. There are few

or no follow-up exercises to be completed after reading." They also argue that simplified materials are an appropriate choice for students whose level of L2 proficiency makes it very difficult to read texts written for native speakers.

**Carrell, P. L., & Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes*, 16, 47-60.**

131--This article argues for the need for both intensive and extensive reading in an EAP reading curriculum, and further argues that a principled curricular approach to combining both is through Task-Based Language Teaching (TBLT). Given the need for academic preparation programs that focus on college and university requirements so that students are taught literacy skills which are transferable to academic contexts, this paper argues that both intensive and extensive reading are necessary to prepare students for the task and texts they encounter in college. Intensive reading with a focus on skills/strategies instruction has been shown to yield positive effects on second language reading. At the same time, students need the practice of extensive reading in order to orchestrate, coordinate and apply intensively acquired skills/strategies over the larger texts and multiple reading sources that are required in all academic course work. TBLT, which focuses on specific tasks, such as evaluated products in academic contexts (e.g. test-taking, report writing), allow students to acquire relevant skills and strategies in the context of tasks they will eventually encounter in academic courses.

Furthermore, TBLT provides a principled approach to the determination of relevant content.

**Cheah, Y. M. (1997). Shaping the classrooms of tomorrow: Lessons from the past. In G. M. Jacobs (Ed.), *Language classrooms of tomorrow: Issues and responses* (pp. 16-35). Singapore: SEAMEO Regional Language Centre.**

132--\*This chapter takes a socio-cultural perspective in examining the history of the change, begun in the 1980s, to a more Whole Language approach to English language instruction in

lower primary schools in Singapore. Extensive reading was an important part of this approach. Returning to these classrooms in 1996, the author found that some of the positive changes of the 1980s were now less visible. For instance, library corners did not always have the variety of books that once existed. The author cautions that the increasing introduction of technology, well on its way in Singapore schools, should build on what is worthy from the past, rather than wiping it out and starting over.

**Coady, J. (1997). L2 vocabulary acquisition through extensive reading. In J. Coady, & T. Huckin (Eds.), Second language vocabulary acquisition (pp. 225-237). Cambridge: Cambridge University Press.**

133--\*This chapter argues that proficient second language users acquire most of their vocabulary knowledge through extensive reading. For beginners, however, this presents a problem: How can they learn words through extensive reading if they don't have enough words to read extensively? Coady proposes that this dilemma can be overcome in two stages. First, learners should be given explicit instruction and practice in the 3,000 most common words in the language, to the point of automaticity. Second, they should then be allowed to engage in reading tasks they find enjoyable. Of critical importance is the careful selection of reading materials: Drawing on Krashen's Input Hypothesis, Coady urges curriculum designers to adopt an approach in which there is comprehensible input, adequate and supportive feedback, and, above all, material that the learner finds interesting.

**Davidson, C., Ogle, D, Ross, D., Tuhaka, J. & Ng, S. M. (1997). Student-Created Reading Materials for Extensive Reading.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 144-160) Singapore: SEAMEO Regional Language Centre.**

217--\*In Chapter 14, Colin Davidson, Dianne Ogle, Denise Ross, Jakki Tuhaka, and Ng Seok Moi describe a wide range of strategies they use for helping students in a New Zealand primary school to generate materials for themselves, their teachers, and their fellow students to read. Such student-generated materials help achieve the teachers' goal of encouraging their students to "write like readers and read like writers", because once you have written a book or other text of your own for a real audience, your whole view of the reading-writing process changes.

**Derewianka, B.. (1997). Using the Internet for Extensive Reading.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 128-143) Singapore: SEAMEO Regional Language Centre.**

216--\*In Chapter 13, Beverly Derewianka from Australia describes a wide range of techniques and resources for using the vast reaches of the Internet to find and generate materials for extensive reading. Among the many techniques and places on the Internet which Derewianka advises students and teachers to explore are: Keypals, the Internet equivalent of penpals; Chatrooms, where the fingers do the talking and the eyes do the listening; Learning Networks, which link students and teachers working together on a particular task or project; and Discussion Lists and Newsgroups, global forums for people with like interests to share ideas.

**Dupuy, B. (1997). Lecture-cadeau, lecture-plaisir: Des Étudiants en FLE et les bénéfices d'activités de la lecture libre. [Reading as gift, Reading as pleasure: Students of French as a foreign language and the benefits derived from free reading] The French Review, 71, 182-191.**

135--\*This article focuses on the use of a different approach to reading in the intermediate foreign language classroom. It is an approach which exposes students to a great variety of

texts which they self-select and read during their free time. After briefly reviewing the literature on free reading, and outlining the rationale for its use, the author reports the reactions of two intermediate foreign language classes to the free reading approach, as well as their opinions regarding the impact of this approach on developing the language they study. A majority of students (87%) reported that the free reading program had helped them develop their overall language competence and indicated that it had been most beneficial in expanding their vocabulary and increasing their reading comprehension. Students (94%) also reported that the free reading program had helped them become confident readers in French, and 82% of them indicated that they were more likely to read for pleasure in French after participating in this program.

**Dupuy, B. (1997). Voices from the classroom: Students favor extensive reading over grammar instruction and practice, and give their reasons. Applied Language Learning, 8, 253-261.**

137--By examining the preferences of 49 intermediate-level students of French as a foreign language concerning two classroom activities (grammar instruction and practice, and extensive reading) this study replicates and expands a previous study (McQuillan, 1994) by surveying students studying a different language, and presenting the reasons behind their choice. Similar to McQuillan (1994), students in this study overwhelmingly found extensive reading to be not only more pleasurable but also more beneficial for language acquisition than grammar instruction and practice. Students explained that while reading was fun, interesting, and beneficial for language acquisition, grammar instruction and practice was dull and boring, and its effects small and short-lived.

**Dupuy, B. & McQuillan, J. (1997). Handcrafted Books: Two for the Price of One.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive**

**reading. (pp. 171-180) Singapore: SEAMEO Regional Language Centre.**

219--\*In Chapter 16, Beatrice Dupuy and Jeff McQuillan explain how US students of French as a foreign language create extensive reading materials by writing and illustrating texts. A key advantage of these materials is that because they are created by students' own classmates, the texts are likely to meet two criteria for extensive reading materials: comprehensibility and interest. Dupuy and McQuillan provide guidelines for the writing, illustrating, and publishing of the Handcrafted Books, as well as an example book.

**Grabe, W. & Stoller, F. L. (1997). Reading and vocabulary development in a second language: A case study. In J. Coady, & T. Huckin (Eds.), Second language vocabulary acquisition (pp. 98-122). Cambridge: Cambridge University Press.**

444--\*[This] description of a five-month case study... explored the extent to which extensive newspaper reading, without formal instruction but with the aid of a bilingual dictionary, would allow the first author to develop his vocabulary and his reading ability in Portuguese as a second language.... Results indicated that the learner (Grabe) made dramatic progress in vocabulary knowledge, reading comprehension, and listening comprehension.... The authors conclude that extensive reading is a very effective way to develop vocabulary knowledge and other language abilities over time. (written by the volume editors, p. 54)

**Helgesen, M. (1997). Bringing those books back to the classroom: Tasks for extensive reading. The Language Teacher, 21(5), 53-54.**

281--\*This article presents four quick activities to accompany extensive reading. The first, Instant Book Report, is done in pairs. Students use teacher-supplied questions to tell their partner a bit about a book they have read. Draw a Picture involves students in first working alone to draw something from a book they have read. Then, students take turns to explain their



drawing and book to partners. How Many Questions is a technique in which students show and explain to partners an illustration in a book they have read. Partners try to ask as many questions as possible within a given time. Story Telling Sticks involves students in using toothpicks to represent various characters and objects in a book that they are retelling to peers.

**Helgesen, M. (1997). What one extensive reading program looks like. *The Language Teacher*, 21(5), 31-33.**

138--\*In this paper the author reports the successful experience of using extensive reading as a major component of a required course on English Reading for first-year students at a Japanese Junior College. Included in the report are: how extensive reading was introduced to students ("We're going to read. And read. And read. and read. And by July, you'll have read over 500 pages of English"), how students obtained books to read (mostly from the graded reader collection in the college's library), follow-up assignments (short reaction reports with no marking for grammar), teacher feedback on the reports (usually with a rubber stamp that says "OK" or with a short note, and how teachers went about getting new books for the collection.

**Hill, D. R. (1997a). Graded (Basal) readers--choosing the best. *The Language Teacher*, 21(5), 21-26.**

139--\*The first part of this paper contains one-paragraph reviews of many major graded readers series for learners of English, based on the work of the author and his colleagues at the Edinburgh Project on Extensive Reading. The second part of the article provides guidelines on choosing graded readers. These guidelines include: setting up a system for measuring the difficulty level of the books, as different publishers use different systems; judging the quality of the titles in terms of the appearance of the printed page and the quality of the writing; seeking variety as to genre, setting, and sex of protagonists; and obtaining student feedback on

teachers' initial choices.

**Hill, D. R. (1997c). Setting up an extensive reading programme: Practical tips. *The Language Teacher*, 21(5), 17-20.**

141--\*The author's advice on setting up extensive reading programmes is to "think big and start small". Unless educators think big, programmes are likely to die within a few years, resulting in "sad piles of worm-eaten books". Planners must: Set up systems for selecting, ordering, classifying, cataloguing, storing, lending, returning, checking, repairing, and replacing books: ... . You must work out a methodology that teachers can employ to raise not only the quantity of books your students read but also the quality of their comprehension and appreciation. You must fix targets of attainment and establish the keeping of records that enable you to monitor and evaluate the success of the programme. This is indeed a big task, but the author concludes that, "The books are there waiting to be used. The students are there waiting to read them. The work of bringing them together is very worthwhile."

**Hill, M. & Van Horn, L. (1997). Extensive Reading through Book Clubs: How Book Clubs Have Changed Lives.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 98-108) Singapore: SEAMEO Regional Language Centre.**

213--\*In Chapter 10, Margaret H Hill and Leigh Van Horn discuss how students in a US juvenile detention center became hooked on books via their teacher's use of a strategy which brought groups of students together to talk about high interest books. According to Hill and Van Horn, a key ingredient of the Book Club strategy lies in the group discussions. These are real discussions which relate reading to students' lives and values, not exercises where students try

to find the right answer defined in advance by the teacher. The authors report that as a result of this meaningful interaction, Book Club helps students bond with one another in a pro-social way.

**Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). (1997). Successful strategies for extensive reading. Singapore: SEAMEO Regional Language Centre.**

142--\*This book contains 17 chapters. A few look at extensive reading for all learners, but most chapters focus in on extensive reading for second language learners. The titles of the individual chapters are listed below. Click on the chapter number to view the abstract for that particular chapter or [view all chapters here](#).

Chapter 1 Yu, V. W-S. (1997). Encouraging Students to Read More in an Extensive Reading Programme.

Chapter 2 Tup, F. & Shu, L. (1997). "First World - Third World": Two Extensive Reading Programmes at Secondary Level.

Chapter 3 Lituanas, P. M. (1997) Collecting Materials for Extensive Reading.

Chapter 4 Smith, R. (1997). Transforming a Non-Reading Culture.

Chapter 5 Jurkovic, J. (1997). Organizing School Wide Reading Campaigns.

Chapter 6 Kuan, H. S. (1997). Promoting Active Reading Strategies to Help Slow Readers.

Chapter 7 Cockburn, L., Isbister, S., & Sim-Goh, M. L. (1997). Buddy Reading.

Chapter 8 Tan, A. L. & Kan, G. Y. (1997). Reading Across the Curriculum.

Chapter 9 McQuillan, J. & Tse, L. (1997). Let's Talk about Books: Using Literature Circles in Second Language Classrooms

Chapter 10 Hill, M. & Van Horn, L. (1997). Extensive Reading through Book Clubs: How Book

Clubs Have Changed Lives.

Chapter 11 Tiey, H. Y., Idamban, S. & Jacobs, G.M. (1997). Reading Aloud to Students as part of Extensive Reading.

Chapter 12 Rodgers, T. (1997). Partnerships in Reading and Writing.

Chapter 13 Derewianka, B.. (1997). Using the Internet for Extensive Reading.

Chapter 14 Davidson, C., Ogle, D., Ross, D., Tuhaka, J., & Ng, S. M. (1997). Student-Created Reading Materials for Extensive Reading.

Chapter 15 Lie, A. (1997). The Reading and Writing Connection: Community Journal.

Chapter 16 Dupuy, B. & McQuillan, J. (1997). Handcrafted Books: Two for the Price of One.

Chapter 17 Rane-Szostak, D. (1997). Extensive Reading and Loneliness in Later Life.

**Jurkovac, J. (1997). Organizing School Wide Reading Campaigns.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 44-54) Singapore: SEAMEO Regional Language Centre.**

208--\*In Chapter 5, Jeffrey Jurkovac explains the strategies his school in Colombia uses to organize an annual campaign to encourage extensive reading of multi-cultural literature.

Jurkovac provides a detailed time line of the various tasks to be performed before and during the campaign. Additionally, there are calendars of various events planned to excite students and their family members to actively participate. Jurkovac also includes a list of books that describe other fun activities to promote extensive reading.

**Kim, H., & Krashen, S. (1997). Why don't language acquirers take advantage of the power of reading? TESOL Journal, 6(3), 26-29.**

143--\*This study investigated why some second language acquirers do not use reading to develop their second language proficiency. Data came from interviews of five adult female native speakers of Korean living in the U.S. All were dedicated readers in Korean but did not use extensive reading to improve their English for several reasons: English courses in Korea had emphasized grammar and drills; reading instruction in Korea had focused on word-by-word reading, emphasizing the need to understand every word, and utilizing materials that were often difficult and boring; and their EFL teachers had not told them of the benefits of extensive reading. Based on the interviews and attempts at encouraging the study's participants to engage in extensive reading, the authors recommend that such reluctant L2 readers need easy access to a wide variety of books, guidance as to what books to choose, information on the benefits of extensive reading, and help in overcoming ineffective reading strategies they may have learned at school.

**Kuan, H. S. (1997). Promoting Active Reading Strategies to Help Slow Readers.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 55-64) Singapore: SEAMEO Regional Language Centre.**

209--\*In Chapter 6, HONG Sau Kuan addresses one of the key obstacles to successful extensive reading programmes. Good readers already enjoy reading. Thus, it is not difficult to motivate them to become active participants in extensive reading. Indeed, many of them do extensive reading on their own, regardless of what is happening at school. In contrast, slow readers may dislike reading. Thus, even a well-organized extensive reading programme with large quantities of appropriate materials may not succeed in enticing these reluctant readers to participate. To remedy this concern, Hong describes how she has used various strategies to increase the proficiency of slow readers in a Singapore primary school and, thereby, enhance

their interest in reading.

**Lee, S.-Y., Cho, K.-S., & Krashen, S. (1997). Free voluntary reading as a predictor of TOEFL scores. *Applied Language Learning*, 8, 65-69.**

198--Forty-three international university students, currently living in the United States, filled out a questionnaire probing years of English study, length of residence (LOR) in the US, free reading habits in the first and second language, and TV watching. Despite the fact that subjects reported little reading in English, this variable was a significant predictor of TOEFL test performance. In addition, English study in the home country and length of residence in the US were also related to TOEFL scores. Available:

[http://pom-www.army.mil/atfl/ap/aj/ALLissues/all8\\_1.pdf](http://pom-www.army.mil/atfl/ap/aj/ALLissues/all8_1.pdf)

**Lie, A. (1997). *The Reading and Writing Connection: Community Journal*.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). *Successful strategies for extensive reading*. (pp. 161-170) Singapore: SEAMEO Regional Language Centre.**

218--\*In Chapter 15, Anita Lie describes an extensive reading programme in Indonesia which encourages students to read literature by use of a community journal, an adaptation on dialogue journals. After students have read a literary work of their choice, they write a journal entry summarizing the work and giving a personal reflection on it. Peers then write responses on the entries. Many experts on extensive reading believe that a key element of successful programmes is the participation of teachers as active readers. In keeping with this concept, Lie participates in the community journal in the same way as her students.

**Lituanas, P. M. (1997) *Collecting Materials for Extensive Reading*.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). *Successful strategies for extensive reading*. (pp. 25-29) Singapore: SEAMEO Regional Language Centre.**

206--\*In Chapter 3, Propitas M Lituanas shares some of the strategies she has used to find materials for a classroom extensive reading programme in the Philippines. In developing countries finding adequate materials is very often a major difficulty. Faced with this difficulty, Lituanas did not give up. Based on her experience, she suggests turning for help to former and current students, libraries, fellow teachers, parents, businesses, foundations, community organizations, and government officials.

**Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. System, 25, 91-102.**

146--Three experiments confirm the value of extensive reading in English as a foreign language (EFL). In extensive reading, students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they have read. In Experiment 1, "reluctant" EFL students at the university level in Japan did extensive reading for one semester. They began the semester far behind traditionally taught comparison students on a cloze test, but nearly caught up to them by the end of the semester. In Experiment 2, extensive readers outperformed traditionally taught students at both a prestigious university and a two-year college. In Experiment 3, extensive readers who wrote summaries in English made significantly better gains on a cloze test than a comparison class that devoted a great deal of time to cloze exercises. Gains made by extensive readers who wrote in Japanese were greater than comparisons, but the difference was not significant. Those who wrote in Japanese, however, made gains superior to both groups on a measure of writing and in reading speed.

**Mason, B., & Pendergast, T. (1997). Shitennoji Kokusai Bukkyou Daigaku (IBU) Eigo-ka ni okeru tadoku jugyou no naiyou (Tadoku Program at International Buddhist University). The Language Teacher, 21(5), 27-29, 49.**

147--This paper outlines the 13-year old Tadoku or Self-Selected Extensive Reading Program

at International Buddhist University's Junior College. The program's classroom approach to Low Frequency Word vocabulary acquisition utilizes storytelling to complement at-home reading (goal: 1,000 pp./semester; Actual 700+pp). The paper sets forth the goals of the program, introduces a specially-designed 30-page "Orientation to Tadoku" booklet, describes the home-reading and classroom storytelling elements, explains evaluation procedures and results, and defines the conditions for a successful Tadoku program.

**McQuillan, J. & Tse, L. (1997). Let's Talk about Books: Using Literature Circles in Second Language Classrooms**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 90-97) Singapore: SEAMEO Regional Language Centre.**

212--\*In Chapter 9, Jeff McQuillan and Lucy Tse describe how they encourage international students studying at a US university to read for pleasure by the use of small, self-selected, student groups which meet regularly to discuss books which students themselves have selected. Although students are working in their Literature Circles without direct instruction from teachers, McQuillan and Tse believe that teachers still have valuable roles. These roles include helping students form groups, advising students on which books to read, assisting with comprehension problems, unobtrusively observing group progress, and assuring students that pleasure reading can indeed promote language acquisition.

**Nation, P. (1997). The language learning benefits of extensive reading. The Language Teacher, 21(5), 13-16.**

148--\*This paper reviews research on extensive reading for language learning. The author concludes: The research on extensive reading shows that there is a wide range of learning



benefits from such activity. Experimental studies have shown that not only is there improvement in reading, but that there are improvements in a range of language uses and areas of language knowledge. Although studies have focused on language improvement, it is clear that there are affective benefits as well.... However, the figures on repetition indicate that teachers need to be serious about extensive reading programs particularly in ensuring that learners do large amounts of reading. The benefits of extensive reading do not come in the short term. Nevertheless, the substantial long-term benefits justify the high degree of commitment needed.

**Rane-Szostak, D. (1997). Extensive Reading and Loneliness in Later Life.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 181-186) Singapore: SEAMEO Regional Language Centre.**

220--\*In Chapter 17, Donna Rane-Szostak explores the reasons why studies show that older people in the US who read extensively do not appear to suffer the loneliness often associated with our later years. She believes that extensive reading provides them with a feeling of competence, purpose, and enhanced self-esteem. While the other chapters in this book discuss extensive reading for children and young adults, this final chapter points out that extensive reading provides benefits for one's entire life. Thus, Rane-Szostak further motivates those of us working with the young to guide them to become life-long readers, and reminds us not to neglect our own reading habits.

**Raptis, H. (1997). Is second language reading vocabulary best learned by reading? Canadian Modern Language Review, 53, 566-580.**

149--The role of vocabulary learning in reading has not received as much attention in second language research as other aspects of reading. Indeed, many reading textbooks currently on the market promote the view that vocabulary is best learned incidentally from the context while

reading. This paper surveys both first-language and second language literature in order to show that, while theoretically sound, the notion that reading vocabulary may best be learned by reading is not supported empirically. As a result of these findings, increased research in vocabulary acquisition on the effectiveness of a variety of different levels is needed. With regard to practice, teachers need to focus on the specific needs of their learners rather than follow the approaches advocated by various textbooks -- approaches which may not be empirically substantiated.

**Rodgers, T. (1997). Partnerships in Reading and Writing.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 120-127) Singapore: SEAMEO Regional Language Centre.**

215--\*In Chapter 12, Ted Rodgers describes a peer tutoring programme in Malaysia in which older students first read along with their younger partners. Later, the older student leads their partner to write a book in which the younger student is the main character. After a teacher edits the book, the older partner then illustrates it. Finally, the book is presented to the younger student, to be read again and again. Rodgers explains how the programme was set up and includes a sample of how two students worked together to create a book.

**Rodrigo, V. (1997). Are students in intermediate Spanish courses aware of the benefits of reading? Hispania, 80, 255-264.**

150--\*In this article, the relationship between target language reading and target language acquisition is reviewed by focusing on the effect of reading as perceived by university level students of Spanish as a Second Language whose L1 is English. Based on questionnaire data, students' reactions to reading tasks are analyzed in relation to previous reading experience in the target language and the value students assign to diverse reading material - fairy tales, short stories, novels, etc. - as basic tools for work in their Spanish language class setting. This

study concludes that students are indeed aware of the benefits of reading in the target language: helps develop linguistic competence, is a pleasant activity, and promotes interest in the target language as well as self-confidence as language users. Practical considerations for implementation of reading programs are introduced. Issues such as text selection criteria and popular reading topics are reviewed as well as factors that play a role in the reading comprehension process.

**Sim-Goh M. L., Cockburn, L. & Isbister, S. (1997). Buddy Reading.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 65-80) Singapore: SEAMEO Regional Language Centre.**

210--\*In Chapter 7, "Buddy Reading" Sim-Goh Moye Luan, Laura Cockburn, and Shona Isbister describe a peer tutoring programme used to promote reading in Singapore primary schools. Some students and parents worry that peer tutoring benefits only the tutees. However, Sim-Goh, Cockburn, and Isbister explain that the tutors benefit also both cognitively and affectively by the application of their knowledge and skills. The chapter illustrates various aspects of Buddy Reading, including: a pair reading script; a guide, a checklist, and a programme for the training of tutors; and instruments for monitoring and evaluating the programme. The chapter concludes with the authors' plans for future development of the programme.

**Smith, R. (1997). Transforming a Non-Reading Culture.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 30-43) Singapore: SEAMEO Regional Language Centre.**

207--\*In Chapter 4, Robin Smith describes how an extensive reading programme in Brunei Darussalam helped to bring about a change in the whole way secondary students thought about reading. Whereas previously students read to memorize without necessarily understanding, extensive reading helped them read for meaning and to read for pleasure, not just for classwork. Smith explains the various strategies that he and his colleagues used. These strategies included reading aloud, setting up a self-access room, obtaining appropriate materials, and communicating with fellow teachers, parents, and with educators at the primary schools from which the students came.

**Tan, A. L. & Kan, G. Y. (1997). Reading Across the Curriculum.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 81-89) Singapore: SEAMEO Regional Language Centre.**

211--\*In Chapter 8, TAN Aik Ling and KAN Geok Yan share their experiences in guiding a bilingual, Singapore secondary school extensive reading programme. While extensive reading is often thought of as involving strictly the reading of fiction, this schoolwide programme has students reading materials from across the curriculum, with all the content areas contributing. In this way, the programme attempts to broaden students' reading interests. Pupils track their own reading, with teachers following up by such means as thinking questions.

**Tiey, H. Y., Idamban, S. & Jacobs, G.M. (1997). Reading Aloud to Students as part of Extensive Reading.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 109-119) Singapore: SEAMEO Regional Language Centre.**

214--\*In Chapter 11, TIEY Huay Yong, Saraswathy Idamban, and George M Jacobs writing from Singapore describe how reading aloud can be integrated into an extensive reading programme. Reading aloud, the authors believe, can help students develop a love for reading, introduce them to new books and genres, increase their language proficiency, improve their listening comprehension, and teach students how to read aloud. Yong, Idamban, and Jacobs provide suggestions on how to choose material for reading aloud and on how to read aloud.

**Tsang, W-K. (1997). A model of extensive reading to improve ESL/EFL proficiency.**

**Guidelines, 19(1), 22-33.**

152--Intralanguage transfer (across modalities within the same language) is a source of acquisition of L2 proficiency. Reading is often considered relevant input in the acquisition of writing as well as general proficiency. This paper first reviews the literature on the role of input in ESL/EFL proficiency, establishing a prima facie case for reading as a source of relevant input. It also highlights a major problem with extensive reading schemes in Hong Kong which is competition for class time and teacher resources. The paper then presents a model of extensive reading field-tested in a Hong Kong secondary school in the format of an after-school work achievement contest, focusing on how it may avoid this major fault with existing extensive reading schemes and how it may be varied for use in other school systems. It finally concludes with a list of characteristics and benefits the model features.

**Tup, F. & Shu, L. (1997). "First World - Third World": Two Extensive Reading Programmes at Secondary Level.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 10-24) Singapore: SEAMEO Regional Language Centre.**

205--\*In Chapter 2, Faridah Tup and Lydia Shu describe extensive reading programmes at

their schools in Singapore and Cameroon, respectively. While the income levels of their countries differ greatly, their extensive reading programmes share common elements. These include a system for grading the books, tests to diagnose students' reading levels, regularly scheduled time for uninterrupted sustained silent reading, strategies for helping students to read, and means of monitoring of students' reading. How these elements are implemented differs with the particularities of the school and the country.

**Walker, C. (1997). A self access extensive reading project using graded readers (with particular reference to students of English for academic purposes). Reading in a Foreign Language, 11(1), 121-149.**

153--In the context of a university English Language Centre, where students were preparing for tertiary level study through English, development of an adequate reading ability was perceived to be a problem. As a response to this perception, a self-access extensive reading project using graded readers was set up with the help of the Edinburgh Project in Extensive Reading (EPER). Feedback on the project was sought from students, who were also tested over three university terms. The results showed not only that progress as measured by test scores correlated positively with the amount of reading done, but also that students rated the project favourably.

**Waring, R. (1997). Graded and extensive reading -- questions and answers. The Language Teacher, 21(5), 9-12.**

154--\*The article begins by defining graded reading, "Graded Reading therefore involves the reading of material which has been made easy to read." A key link between graded and extensive reading is that, "Graded Reading uses specially prepared materials while Extensive Reading can, but need not do so." Next, reasons are given for the importance of graded reading: "building reading speed, lexical speed access, reading fluency, and the ability when

reading to move from working with words to working with ideas." Motivation can also increase. The rest of the article deals with a number of questions about the use of graded reading, including how to help learners choose materials at a level appropriate for them, how to organize and assess the materials, and the link between intensive and extensive reading.

**Yu, V. W-S. (1997). Encouraging Students to Read More in an Extensive Reading Programme.**

**In Jacobs, G. M., Davis, C., & Renandya, W. A. (Eds.). Successful strategies for extensive reading. (pp. 1-10) Singapore: SEAMEO Regional Language Centre.**

204--\*In Chapter 1, Vivienne Wai-Sze Yu provides us with insights into the design of a large-scale extensive reading programme involving 149 Hong Kong secondary schools. Key components of this design include the full integration of extensive reading into the curriculum, an adequate supply of books that match students' reading levels and interests, an easy-to-use, quick feedback system which lets students check their own comprehension, teachers who act as facilitators and enthusiasts for the programme (including reading at the same time as students), and the creation of an overall reading culture in the schools.

**Zimmerman, C. B. (1997). Do reading and interactive vocabulary instruction make a difference? An empirical study. TESOL Quarterly, 31, 121-140.**

156--Many teachers give little or no classroom attention to vocabulary, assuming students will learn words incidentally. Although research demonstrates that vocabulary can be acquired indirectly through reading, the question remains: Does vocabulary instruction make a difference? This article reports on a pilot study of the combined effects of reading and interactive vocabulary instruction for U.S. postsecondary L2 students preparing for university entrance. A 10-week classroom-based study tested the hypothesis that L2 students exposed to a combination of regular periods of reading and interactive vocabulary instruction will show

significant increases in their knowledge of the nontechnical terms that are used widely across academic fields. L2 students attending university-preparatory intensive English programs were divided into two groups: one received 3 hours a week of interactive vocabulary instruction plus an assignment to read self-selected materials; the other received the self-selected reading assignment only. The results of this study suggest that interactive vocabulary instruction accompanied by moderate amounts of self-selected and course-related reading led to gains in vocabulary knowledge; students' perceptions of how best to learn words corroborated these results. It is argued that teachers should give consideration to the effects of combining reading and interactive vocabulary instruction.

**Anderson, R. C. (1996). Research foundations to support wide reading. In V. Greaney. (Ed.), Promoting reading in developing countries (pp. 55-77). Newark, DE: International Reading Association.**

109--\*(The first two paragraphs of the chapter) In chapters 1 and 2, Greaney and Elley emphasize that an increased supply of books to promote reading is necessary to raise literacy levels in developing countries. In this chapter I will review the evidence now available on whether literature-based instruction and wide reading actually have a positive influence on children's growth as readers. I will consider several areas of research: (1) vocabulary acquisition while reading as compared to direct vocabulary instruction, (2) the relation between amount of reading and growth in reading competence, (3) the influence of book floods, (4) the effects of whole language, and (5) available evidence on wide reading and literature-based instruction in the non-English-speaking developing world. This review will focus primarily on empirical studies that have included measures of word recognition, basic comprehension of simple passages, and, especially, knowledge of word meanings. Although these facets of reading do not directly reflect the major goals of many advocates of literature-based instruction and wide reading, it is well established that measures of word recognition, passage



comprehension, and vocabulary are powerful predictors of most aspects of literate behavior. As compared to children who perform well on these measures, children who perform poorly also will perform less well on almost any other measure of literacy; and it is a distressing fact that they are likely to continue to do poorly. Therefore, it is important to determine whether literature-based instruction and wide reading lead to improvements in basic literacy.

Literature-based instruction and wide reading often are placed in opposition to direct instruction on specific aspects of literacy. It seems necessary to say, therefore, that I do not suppose that a finding in favor of literature-based instruction and wide reading would count against direct instruction. Except in extreme cases, in which direct instruction in specific skills is the predominate or even exclusive form of instruction, such a conclusion would be neither logical nor empirically supportable.

**Ben-Yacov, H. (1996, April). A guide to guided reading: An extensive reading project in Beersheva. English Teachers' Journal, 49, 20.**

260--\*This article discusses some of the features of an extensive reading project. Among the components of the project were class sets of graded readers, worksheets based on the books, an enlarged picture photocopied from each book, flash cards for individual, pair, and class work. Some of the post-reading activities included:

1. reconstructing the story, with the key words used in earlier prediction activities
2. reconstructing the story using pictures
3. arranging random sentences in the order in which events occurred in the books
4. thinking up different titles for the books
5. inventing monologues and dialogues between characters and acting out scenes
6. encouraging short discussions of the book's main points or ideas
7. identifying words mentioned or not mentioned in the book

## 8. "wh" questions

**Cheah, Y. M. (1996). Innovation, survival and processes of change in the bilingual classroom in Brunei Darussalam. *Journal of Multilingual and Multicultural Development*, 17, 163-168.**

110--\*This piece is a response to Ng (1996), which appeared in the same issue of this journal. The author connects Ng's discussion of the changes inherent in Brunei's RELA project with those involved in Singapore's REAP project (see Mok, 1994), on which RELA was somewhat based, and stresses the need to investigate socio-cultural factors for their effect on second language acquisition. She also emphasizes learning from and building upon current literacy practices in a given context, rather than seeking to eliminate them and begin from scratch.

**Dupuy, B., Tse, L., & Cook, T. (1996). Bringing books into the classroom: First steps in turning college-level ESL students into readers. *TESOL Journal*, 5, 10-15.**

113--\*The authors begin by giving reasons why ESL students are reluctant to read for pleasure in English: students believe reading is not an effective way of learning; they believe L2 reading should focus on form, not meaning; and students do not know how to choose appropriate reading material. The article describes an extensive reading program that tried to overcome student reluctance to read for pleasure. First, students were informed of research that suggests extensive reading can greatly enhance SLA. Next, the authors helped students understand the difference between intensive and extensive reading. The authors also assisted students in choosing books by such means as surveys of student interests, booktalks, book displays, and book lists. Students participated in a number of activities: SSR (sustained silent reading) in class, literature circles, reading logs, book reviews, and critic's corner. The authors recommend that in keeping with the link between extensive reading and learner initiative, students negotiate how they will be graded for their extensive reading course.

**Elley, W. B. (1996). Lifting literacy levels in developing countries: Some implications from an IEA study. In V. Greaney (Ed.), Promoting Reading in Developing Countries (pp. 39-54). Newark, DE: International Reading Association.**

114--\*This chapter reports findings from a study organized by the IEA (International Association for the Evaluation of Educational Achievement). Data were collected in 1990 and 1991, involving 210,000 students and 10,000 teachers from 32 education systems from all over the world. The chapter focuses on those findings of particular relevance to developing countries, where the language of school is not the native language of many of the students. Among the author's conclusions "is that instructional programs that stress teacher-directed drills and skills are less beneficial in raising literacy levels than programs that try to capture students' interest and encourage them to read independently."

**Hulstijn, J. H., Hollander, M., & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal*, 80(3), 327-339.**  
<https://doi.org/10.1111/j.1540-4781.1996.tb01614.x>

775--Dutch advanced students of French read a French short story in one of three text reading conditions: Marginal Glosses (provision of L1 translations of unknown words), Dictionary (opportunity to use a bilingual dictionary), or Control. After reading, students were tested for their recall of 16 words that had appeared either once or three times in the text. Support was found for the hypothesis that frequency of occurrence will foster incidental vocabulary learning more when advanced second language (L2) readers are given the meanings of unknown words through marginal glosses or when they look up meanings in a dictionary than when no external information concerning unknown words' meanings is available. In the former case, reappearance of a word will reinforce the formâ€•meaning connection in the reader's mental lexicon. In the latter case, readers will often ignore unknown words or incorrectly infer their

meanings, which will limit the frequency effect. This article ends with recommendations for teachers and researchers.

**Marom, A. (1996, April). A niche of independent reading: Managing a library of English readers. *English Teachers' Journal*, 49, 21-22**

261--\*This article describes the setting up of an L2 library for primary school students in Israel. Topics covered include selecting books - ask pupils, seek variety, choose new, thin, colorful reading with many illustrations; library procedures -- make reading voluntary, make books easily available, guide pupils to select appropriate book, teach the "five fingers rule," (i.e., students open a book to a random page and put a finger on each unknown word they encounter; if they use up all five fingers of one hand before reaching the end of the page, they book may be too difficult); stimulating pupils to read -- peer discussion and teacher read aloud sessions including oral cloze.

**Masuhara, H., Kimura, T., Fukada, A., & Takeuchi, M. (1996). Strategy Training or/and Extensive Reading? in *Language, Education and Society in a Changing World*, Hickey, Tina, & Williams, Jenny [Eds], Clevedon, England: Multilingual Matters Ltd, 1996, pp 263-274.**

323--The relative effectiveness of strategy training & extensive reading in second-language comprehension was investigated. Two classes of first-year English majors (N = 91) in a Japanese women's university were taught by different methods for eight weeks. One group was taught four reading strategies, whereas the other had opportunity for about twice as much reading; strategies, materials, & procedures for the classes are contrasted. Both groups received as pre- & posttests the vocabulary & reading comprehension sections of a version of the Test of English as a Foreign Language. The strategy training group showed a significantly higher mean than the reading experience group on the pretest, but on the posttest the difference was not significant. Both approaches were found effective for improving

comprehension, but extensive reading seemed more effective. Factors that may have influenced the outcome are detailed in two categories: learners' attributes (including readiness, previous training, & affective filter) & treatment factors (including mode & duration). 1 Table, 28 References. Abstract by E. Taylor

**McQuillan, J. (1996). How should heritage languages be taught?: The effects of a free voluntary reading program. *Foreign Language Annals*, 29, 56-72.**

116--The United States has experienced a sharp rise in recent years in the number of heritage language (HL) bilinguals, students who speak a language other than English at home. Due to a lack of advanced language development in other settings, many of these students enroll in foreign language courses in their respective home languages. This paper reports on a program designed to promote heritage language and literacy development in one university-level HL course, Spanish for Native Speakers (SNS). The ten-week program involved two classes of mostly English-dominant SNS students participating in an experimental course that included a combination of the following elements: free voluntary reading (FVR) outside the classroom, in-class literature circles (small group book discussions), a survey of popular literature in Spanish, and individual inquiry learning projects. Three measures of the course were used to evaluate its success in terms of vocabulary acquisition, attitudes toward Spanish literacy development, and reading habits. The experimental group made significant gains in word knowledge, read more than a comparison group of SNS students, and exhibited positive attitudes toward Spanish literacy at the end of the ten-week course. The evidence in favor of FVR, theoretical justifications for the approach in SNS courses, and implications for redesigning heritage language curricula at the secondary and university levels are discussed.

**McQuillan, J., & Conde, G. (1996). The conditions of flow in reading: Two studies of optimal experience. *Reading Psychology*, 17, 109**

588--This paper examines the conditions under which readers experience intense engagement in a text, what Csikszentmihalyi has termed "optimal experience," or "flow." 1

Two studies of optimal experience are reported here. The first consisted of interviews with eleven children and adult pleasure readers concerning their experiences with flow during reading; the second examined reading flow by surveying 76 university students and professionals. Among the major findings of the studies were: (a) the large majority of the texts which provided the informants with flow were those which they had read for pleasure; (b) when informants were assigned texts in school, flow was more likely to occur when they had an interest in the text; (c) texts which provided flow were perceived as giving the reader personal or intellectual benefits; and (d) fiction was significantly more likely to produce flow than nonfiction texts. Future research directions are discussed.

**Ng, S. M. (1996). Innovation, survival and processes of change in the bilingual classroom in Brunei Darussalam. *Journal of Multilingual and Multicultural Development*, 17, 149-162.**

118--While scientific methods of research can suggest ideas for improving the effectiveness of the bilingual classroom, field trials force academics to realise the complexity of variables in the applied context, which differs markedly from the experimental situation. Bilingual education is not only affected by differences between individual children and teachers but also by the beliefs and practices of the educational system and of the socio-cultural environment of the country. This paper describes a Bruneian project aimed at improving the English language learning of children in a bilingual education system. It is a project which attempts to come to grips with the complex and difficult nature of implementation of research ideas. The paper discusses the implementation among different sectors of the educational community for sustaining and improving on change. This study shows language planners that it is important not only to work on what needs to change, but also on how that change is to be achieved and sustained in a particular context.

**Nuttall, C. (1996). Teaching reading skills in a foreign language (New Edition).ERIC Accession No. -- ED399531**

119--\* This book is divided into three parts. It begins with fundamental principles about reading, texts, and teaching which underlie the way the book approaches its subject; the second part looks more closely at some of the theoretical issues and how they affect reading teaching. The third focuses on the importance of extensive reading, the choice of materials, and the way courses and lessons are planned, taught, and assessed. The book examines the skills required to read effectively; focuses on getting the message from the text; suggests classroom strategies for developing reading skills; and looks at both linguistic and non-linguistic features of texts. Chapters in the book are (1) What Is Reading?; (2) Text and Discourse; (3) Approaching Reading in the Foreign Language Classroom; (4) Efficient Reading; (5) Word Attack Skills; (6) Reading for Plain Sense; (7) Understanding Discourse; (8) An Extensive Reading Programme; (9) Planning Reading Lessons; (10) Selecting Texts; (11) Questioning; (12) Other Kinds of Reading Task; (13) The Testing of Reading (by J. Charles Alderson); and (14) The Teacher as Reader. Appendixes present texts, extracts from reading courses, lesson plans, and useful addresses, a key to activities, and a 273-item select bibliography.

**Schmidt, K. (1996). Extensive reading in English: Rationale and possibilities for a program at Shirayuri Gakuen. Sendai Shirayuri Gakuen Journal of General Research, 24, (2) 81-92. ERIC Document Reproduction Service No. ED394277.**

121--\* Reasons for establishing an extensive reading approach to teaching reading in English as a Second Language at a Japanese high school are enumerated, and some recommendations for implementing such a program are offered. Research on comprehensible input in language learning, particularly input from reading as an effective and efficient source, is reviewed. A distinction is made between extensive reading and intensive reading, and the

advantages of the former in providing practice in decoding skills, reading success, and comprehensible input are noted. The discussion then turns to selection of appropriate reading materials, including graded readers, authentic texts, and children's literature. It is concluded that for a high school program, short novels, biographies, and story collections are practical and appealing to students, and graded readers accompanied by audiotapes are also useful. Three basic formats for extensive reading programs are described: students' simultaneous reading of class readers; use of class libraries; and use of reading materials from the school library. Quantity of reading to be assigned at different ability levels, and the means used to measure the reading actually accomplished, are also considered. Sample book report forms are provided.

**Sims, J. M. (1996) A comparative study of improvements in reading comprehension of skill-based instruction and extensive reading for pleasure with Taiwanese freshman university students. Unpublished dissertation. UMI AAT 9700193.**

318--This study examines and compares the improvement of Taiwanese university freshmen taught by either a skill-based or extensive reading for pleasure approach. While skill-based reading instruction remains the dominant approach in an English as a Foreign Language (EFL) classroom, reading researchers have found positive results in using extensive reading and, to a lesser degree, pleasure reading to improve reading comprehension. However, little research has been done to actually compare the differences in reading comprehension improvement using either a skill-based approach and the combination of both extensive and pleasure reading. Four classes of Freshmen English students (N = 120) identified as mid-level proficient in English were involved in this study. Two classes were instructed using a skill-based approach and the other two classes were exposed to an extensive reading for pleasure approach. Achievements in reading comprehension were measured via written recall protocols and multiple-choice tests. A two-way ANOVA design allowed the comparison of mean scores



of reading comprehension across the four groups. The results of pre-test measurements of reading comprehension indicated that there were no significant differences in reading comprehension between the four groups at the onset of the experiment. However, there were significant differences in both the multiple-choice and recall protocol measurements after the treatment period. Subjects in the pleasure reading groups scored significantly higher than students in the skill-based groups. Only one question on the attitude questionnaire yielded a significant difference with students in the extensive reading for pleasure groups indicating more interest in their in-class reading approach. Students in both treatment groups reported approximately the same amount of time spent reading required texts written in English. However, the subjects in the pleasure groups reported spending more time outside of class reading English materials for pleasure. The study concludes with discussion and implications of extensive reading for pleasure in the classroom.

**Strong, G. (1996). Using literature for language teaching in ESOL. *Thought Currents in English Literature*, 69, 291-305. ERIC Document Reproduction Service No. ED407860**

124--\*In English for speakers of other languages (ESOL), there is renewed interest in use of literature in the communicative classroom. Literature may be part of a communicative pedagogy in three ways: (1) by providing a context in which to develop students' reading strategies and knowledge of non-fiction and literary texts; (2) by being the basis of an extensive reading program, with attendant acquisition of new vocabulary and grammatical forms; and (3) by offering the opportunity to explore cross-cultural values. One reading strategy found useful for encouraging reading is the exploration of story grammar, which provides common terms of reference and a direction for group discussion. As students learn about story grammar and understand how to apply it to stories they are reading, an extensive reading program should be undertaken, with students selecting their own reading materials from a classroom shelf or from a self-access area in the library. Related classroom activities include

discussions, book reports, teacher book presentations, small-group book sharing, and sustained silent reading periods. Book content, including cultural and thematic information, can be used for a variety of language and cultural learning activities (such as cloze procedures), timeline construction, and response to specific passages or events.

**Tsang, W-K. (1996). Comparing the effects of reading and writing on writing performance.**

**Applied Linguistics, 17, 210-233.**

125--The study compares the effects of an enriched syllabus which included extensive reading and frequent writing assignments on English descriptive writing performance at different form levels. It examines a group of Cantonese-speaking students at four form levels in Hong Kong who participated in three English programs: (A) regular plus unrelated (mathematics) enrichment program, (B) regular plus extensive reading, and (C) regular plus frequent writing practice. Results demonstrated significant main effects due to the nature of program and form level with no significant interaction of these factors. The regular plus extensive reading program was overall significantly effective, while both the regular plus mathematics program and the regular plus frequent writing practice were not. In the area of content, the reading program was the only one which showed a significant positive effect. Similarly, in the area of language use, the reading program was the only one of the three shown significantly effective.

**Tse, L. (1996). If you lead horses to water, they will drink: Introducing second language adults to books in English. The California Reader, 29, 14-17.**

126--\*Although research strongly suggests extensive reading can boost L2 acquisition, few L2 learners engage in voluntary extensive reading. This article describes an approach used to encourage more extensive reading by adult intermediate and high level ESL students in a community language course in the U.S. The approach consists of helping students appreciate the power of extensive reading, introducing them to popular novels, and assisting them to

develop their reading efficacy by avoiding dictionary use, reading at a quick, steady pace, appreciating that the first part of the book will be the most difficult, and establishing a daily reading habit. Student reaction, collected from their writings about their reading experiences, suggests they reacted favorably to the approach.

**Tse, L. (1996). When an ESL adult becomes a reader. *Reading Horizons*, 37, 16-29.**

127--\*This article reports a case study of a 36-year-old female Indonesian studying English at a U.S. university, prior to which she had never read an English language book, except for textbooks. Even in her L1, she gave low priority to reading books. The study focuses on the person's participation in a course in which the entire class read and discussed a set of books. Using a qualitative research framework, the author reports the student reacted very positively to this approach to extensive reading in terms of three areas: beliefs about reading and second language development; feelings about reading in the L2; and knowledge of the L2, the world around her, and herself.

**Yamazaki, A. (1996) Vocabulary acquisition through extensive reading.. Unpublished dissertation. UMI AAT 9623819.**

319--This study investigated incidental vocabulary acquisition through extensive reading. Eighty-six third-year Japanese high school students participated in the experiment. Half of them belonged to an extensive reading group and the rest of them belonged to a translation group. The former group did faster reading activities in class and read two graded readers a week outside class. They focused on the comprehension of stories, but they did not attend to vocabulary items. The latter group translated passages taken from graded readers, memorized vocabulary items in class, and were provided with assignments for translating other passages. The duration of the treatment was nine weeks. After the treatment, a questionnaire asking for impressions on extensive reading was administered to the extensive reading group. All of the

subjects took a pretest on target vocabulary items before the treatment, a posttest one week after the last treatment, and a follow-up test one and a half months later. A counterbalanced design was employed to minimize any practice effect. The data were collected and an analysis of covariance (ANCOVA) was conducted because there was an initial significant difference between the two groups. The results indicated that after the treatment there was no statistically significant difference between the two groups. Both groups of learners had measurably improved their vocabulary. This result was unexpected, because the translation group had focused explicitly on the words tested whereas the extensive reading group had not attended to specific words, but instead had focused on comprehending the texts. Both groups attained equally large increases in vocabulary. The questionnaires indicated that extensive reading also benefited most of the Japanese high school learners in other ways. Some learners stopped word-by-word translation in their regular reading, some found pleasure from reading in English, and most learners appeared to attack new English paragraphs more confidently. It is felt that this study has made some important contributions to promoting extensive reading in Japanese high schools.

**Yu, V. W-S. (1996/1997, Winter). The impact of a self-access reading scheme on students' reading habits, attitudes and second language development. *Independence*, 18, 35-39.**

128--This article reports a questionnaire study involving approximately 1000 Hong Kong Form 2 (ages 12-14), half of whom had taken part in an English language extensive reading scheme. Those who had participated in the scheme (the experimental condition) reported borrowing more English books, spending more hours reading English books, finishing more of the books, and finding reading English books easier and more enjoyable. No differences between the two groups were found in terms of reported reading speed or the positive attitudes toward extensive reading held by about 90% of students in each condition. About 10% of students in the experimental group did not believe that extensive reading helped improve their L2

proficiency.

**Cho, K-S., & Krashen, S. (1995, Fall). From Sweet Valley Kids to Harlequins in one year: A case study. California English, 18-19.**

100--\*This article reports a case study building on previous work on the English language development of Koreans who came to the U.S. as adults (Cho & Krashen, 1994; Krashen & Cho, 1995). The participant in the study had lived in the U.S. for five years but had little interaction in English and, though an avid reader in Korean had never read a book in English. She was introduced to the Sweet Valley Kids series and told her reading would be voluntary, i.e., she could read as much as she liked, and if she did not like a book she was not obliged to finish it. Within one year, the participant did an impressive amount of reading - more than one million words - of that series and of more difficult material. At the same time, her L2 competence increased, based on the level of the books she read and on her estimation of her own proficiency level.

**Constantino, R. (1995). Learning to read in a second language doesn't have to hurt: The effect of pleasure reading. Journal of Adolescent and Adult Literacy, 39, 68-69.**

102--\*This paper describes a one semester reading class of adult, lower intermediate level, ESL students in the U.S. The class emphasized student-selected pleasure reading, supplemented with teacher-supplied magazine articles. Students began the course wishing to use traditional methods to improve their reading, such as looking up unknown words and asking about grammar. However, with the author's guidance, such practices decreased dramatically or vanished. Students were not tested on their reading nor were they asked to write book reports. Instead, students wrote and responded to questions about the texts they had read, or, optionally wrote journal entries. As the course progressed, more and more students wrote journal entries and the length of these entries increased. The author concludes,

"Pleasure reading gave the results that we, as reading and language teachers, want: language development in terms of reading, writing, and comprehension, and confidence. The goal was accomplished in an environment that was fun, relaxing, and interesting for all involved."

**Davis, C. (1995). Extensive reading: an expensive extravagance? *ELT Journal*, 49, 329-336.**

103--During the last fifteen years, extensive reading programmes (ERPs) have been growing in popularity worldwide as a significant support to the teaching of English, whether in L1, ESL, or EFL. The Edinburgh Project in Extensive Reading (EPER) has done much to promote the aims and methods of extensive reading, and has successfully developed programmes in countries with such varied learning contexts as Malaysia, Tanzania, Hong Kong, and the Maldives. And yet, it seems that ERPs have not been adopted as readily as they might have been. This article considers the benefits of extensive reading, examines some of the reasons for its failure to 'take off', describes two programmes with which the writer has been intimately involved, and offers teachers some leading questions to help them develop their own programmes.

**Hess, N., & Jasper, S. P. (1995). A blending of media for extensive reading. *TESOL Journal*, 4, 7-11.**

104--\*This article describes how film was used to generate enthusiasm for extensive reading in an high intermediate/low advanced ESL course at a U.S. university. Criteria are provided for choosing appropriate books and films. A number of activities are illustrated. These include students writing discussion questions, comparison of book and film versions, acting out scenes, and assigning members of the class to write out what given characters say in the film. Another activity involved turning off the sound and having students work in pairs in which one could not see the screen. Their partner was to watch and describe the action to them.

**Krashen, S. (1995). Free Voluntary Reading: Linguistic and affective arguments and some new applications. In F. R. Eckman, D. Highland, P. W. Lee, J. Mileham, & R. Rutkowski Weber (Eds.), Second language acquisition: Theory and pedagogy (pp.187-202). Mahwah, NJ: Lawrence Erlbaum.**

233--\* [In this chapter] Krashen argues for the Reading Hypothesis, that free, voluntary reading is the major source of literacy development. He argues against two alternatives: the Instruction Hypothesis, that literacy can be taught directly, and the Writing Hypothesis, that literacy comes from writing. He suggests that reading also helps people to understand spoken language, and he makes some specific proposals about what kinds of reading help people understand what kinds of discourse.

**Krashen, S., & Cho, K-S. (1995). Becoming a dragon: Progress in English as a second language through narrow free voluntary reading. California Reader, 29, 9-10.**

101--\*This article follows up on one of the participants in Cho and Krashen's (1994) study that found major gains in L2 competence for adult L1 Korean speakers who took part in narrow free voluntary reading using the Sweet Valley series. The participant continued to read actively, expanding, by her own choice, her range of reading materials. Informal measures indicate that she continued to make substantial progress in her overall L2 proficiency. She also changed her personal theory of language acquisition, recognizing that for a person at her level reading could be a good substitute for attending classes. In regard to the participant's progress in English, the authors conclude: Pleasure reading was the only change in her behavior; before beginning the reading program, she had been in the United States for five years, and had made very little progress in English. The reading itself was a valuable source of comprehensible input, and it also made the aural input of television and conversation more comprehensible; it thus had both direct and indirect effects on her competence.

**MacGillivray, L, Tse, L., & McQuillan, J. (1995). Second language and literacy teachers considering literature circles: A play. Journal of Adolescent & Adult Literacy, 39, 36-44.**

105--\*This article takes the form of a discussion between three educators. First, they discuss their experiences as participants in literature circles, including benefits received and the importance of finding the right mix of personalities to form the circle. The larger part of the paper deals with the authors' experiences using literature circles with their students (two of the three authors teach classes for L2 acquirers). Topics discussed include: benefits for students, such as development in the L2, building of relationships with others, seeing the L2 reading as a potentially pleasurable experience, and the natural emergence in the context of reading and discussing of areas in which students need help with the L2; helping students feel comfortable using literature circles; what is to be discussed in the circles; how evaluation is conducted; and advice for teachers just starting circles.

**McQuillan, J., & Rodrigo, V. (1995). A reading "Din in the head": Evidence of involuntary mental rehearsal in second language readers. Foreign Language Annals, 28, 330-336.**

106--The phenomenon of involuntary mental rehearsal of language, or the "Din in the head," has been considered by researchers as an indicator of second language (L2) acquisition among acquirers. Previous studies have noted that the Din occurs primarily among beginning and intermediate L2 students after the reception of oral input that is comprehensible, but not after reading. It has been argued that this lack of a reported Din is due to the fact that such students typically do very little reading, and that acquirers who did read would experience a "reading Din." This study provides evidence for an L2 Din after reading from a survey of two classes of intermediate Spanish students: a "Reading Only" group (N=20), whose only source of L2 input was reading; and a "Reading and Conversation" group (N=15), who received both printed and oral input. Both groups reported a Din after L2 reading. The findings lend support to claims made by Krashen concerning the importance of comprehensible input in L2



acquisition. Implications for the use of reading in beginning and intermediate L2 classrooms are discussed.

**Romney, J. C., Romney, D. M., & Menzies, H. M. (1995). Reading for pleasure in French: A study of the reading habits and interests of French immersion children. Canadian Modern Language Review, 51, 474-511.**

271--This study of 127 French immersion students examines how much reading they did for pleasure in both French and English and what factors influenced those amounts. More than two-thirds never read at all in French for pleasure outside school. Time spent reading books voluntarily in French was not affected by gender, reading achievement in French, or attitude towards reading in French. On the other hand, students benefited from some methods used by the French teacher to stimulate reading. The students' reading interests were also investigated. Recommendations to stimulate pleasure reading in the children's second language are formulated.

**Yu, V. (1995). Organising an extensive reading book programme. In M. Ingham & N. Bird (Eds.), Learning how to learn (pp. 101-117). Hong Kong: Hong Kong Institute of Education.**

108--\*This chapter provides practical guidelines to help teachers organise an extensive reading book programme in the form of an independent learning package. The paper begins by discussing the characteristics, value, and aims of extensive reading. This is followed by a step-by-step introduction to ways of organising a reading programme. The last section of the paper is devoted to a discussion of the changing roles of the teacher and the students in such a programme. Although the focus of the chapter is on a book-based programme, many of the principles can be applied if other materials, such as newspapers, magazines, brochures, or leaflets are used.

**Caruso, J. M. (1994). The effects of extensive reading on reading comprehension and writing proficiency in foreign language learning. Unpublished dissertation. UMI AAT 9543412**

320--The present study has these objectives: (1) to determine the effects of extensive reading on reading comprehension, (2) on writing complexity, (3) to assess subjects' views of extensive reading, (4) and to determine if demography affected pre and posttest reading and writing. During the 1992-93 academic year at West Virginia University, eight classes of Spanish 4 students (four classes per semester) were involved in the study. Experimental group students were tested to see if reading extensively for main meaning would affect reading and writing skills. Experimental and control groups contained subjects of various ages, with varying degrees of experience in Spanish (N = 177). Two different graduate assistants taught each semester; each assistant taught one experimental and control group. Of all the classes involved, six met three times a week for 50 minutes, and two of the control groups met two times a week for an hour and 15 minutes. For the nine week treatment period experimental students read and summarized a variety of interesting material (see Appendix A) during the first 15 minutes of each class. Control groups spent the first 15 minutes of class practicing productive skills involving speaking or writing. Reading comprehension was measured using the 1984 Advanced Placement Spanish Language exam, which has a twenty-six item multiple-choice format. After evaluation of posttest means by way of a repeated measures analysis of covariance, it was found that one teacher's experimental group showed significant progress (Alpha = .05), and that there was a significant difference between total experimental and total control groups (Alpha = .10). Writing complexity was evaluated by comparing pre and posttest mean T-Unit lengths. A repeated measures analysis of covariance revealed no significant differences in writing scores. A seventeen-item Likert questionnaire, evaluated by means of a Chi-square test, showed that students thought reading helped reading and grammar skills. A one-way analysis of variance showed that age, sex, education, and language background did not affect subjects' scores. There were no significant differences. More

research is need to determine if a prolonged treatment period would yield better results in favor of extensive reading.

**Gaudart, H. (1994). Selecting readers: Children's choice. In M. L. Tickoo. (Ed.), Research in reading and writing: A Southeast Asian collection (pp. 63-78). Singapore: SEAMEO Regional Language Centre.**

90--\*This paper opens by emphasizing the need for students, who have a wide variety of interests, to find books that interest them if their reading is to progress. Twenty-eight writers produced 64 English language books for Malaysian students in the third and fourth years of primary school. Students were then asked to rate these books. The 20 top-rated books were published and distributed to schools in various parts of the country for further rating by pupils. Results of this second rating exercise showed no evidence of differences in the rating of students related to whether they lived in urban or rural areas, were of different ages, or according to the book's difficulty level. Further, females and males rated the books about the same, except for one book about choosing dresses that was more popular with females. Very brief summaries are provided of the twenty books that students especially liked.

**Hsui, V. Y. (1994). A modified sustained silent reading programme for secondary classrooms. In S. E. A. Lim, M. Siripathy, & V. Saravan (Eds.), Literacy: Understanding the learners needs (pp. 165-174). Singapore: Singapore Society for Reading and Literacy.**

91--\*The author discusses SSR (Sustained Silent Reading) programmes for secondary school students. "For an SSR programme to be viable, it needs to offer guidance for individual reading ability and interests, as well as provide opportunities for readers to explore, appreciate, and think through their readings, while simultaneously affording choice and pleasurable experiences in reading. This paper discusses a modified SSR programme (MSSR) that I have developed and used successfully in the secondary classroom. ... The programme can also be

modified and adapted for use in primary classrooms."

**Jacobs, G. M. (1994). What lurks in the margin: Use of vocabulary glosses as a strategy in second language reading. *Issues in Applied Linguistics*, 5(1), 115-137.**

**<https://escholarship.org/uc/item/1tb4z6x1>**

765--There have been inconsistent findings in previous second language research on the effect of vocabulary glossing on reading comprehension (Davis, 1989; Jacobs, Dufon, & Fong, 1994; Johnson, 1982; Pak, 1986). The present study was undertaken to extend this body of research in two ways: (a) by including another set of second language learners, another text, and another set of vocabulary glosses, accompanied by rigorous experimental procedures; and, (b) by considering the possible interaction of other variables with glossing. These other variables were: psychological type, tolerance of ambiguity, proficiency, frequency of gloss use, perceived value of gloss use, and time on task.

Glossing can be situated in the context of recent work on the reading process (Eskey, 1988; Lesgold & Perfetti, 1981; Rumelhart, 1980; Stanovich, 1980) and learning strategies (Cohen, 1990; O'Malley & Chamot, 1990; Oxford, 1990; Wenden, 1991). Glossing strengthens the bottom-up component of the reading process. The use of glossing is one of several possible repair strategies that readers can use when they recognize comprehension breakdowns. One hundred sixteen U.S. college students enrolled in a third-semester Spanish course participated in the study. They were randomly assigned to one of two conditions, with half reading an unglossed Spanish text and half reading the same text accompanied by English glosses. After reading the text, participants were asked to write as much of the text as they could recall. Results showed a significant effect for glossing but no significant interactions between the treatment and any of the other variables. Suggestions are made as to the optimal use of vocabulary glosses.

**McQuillan, J. (1994). Reading versus grammar: What students think is pleasurable for language acquisition. *Applied Language Learning*, 5(2), 95-100.**

93--Most second language (L2) acquisition theorists assign an important role to the learner's attitudes and affect in the acquisition process. This study examines the attitudes of 49 L2 students toward two language acquisition activities: grammar exercises and the extensive reading of popular literature. Students who had participated in courses based on both approaches were asked which activity was most beneficial for language acquisition, and which was more pleasurable. By a significant margin, students favored reading over grammar in both respects. Implications for L2 instructions are discussed.

**Ng, S. M. (1994). Improving English language learning in the Upper Primary levels in Brunei Darussalam. In M. L. Tickoo, (Ed.), *Research in reading and writing: A Southeast Asian collection* (pp. 41-54). Singapore: SEAMEO Regional Language Centre.**

95--\*The RELA (Reading and Language Acquisition) program was implemented in Brunei Darussalam schools at the lower primary level in 1989. In Bruneian schools a bilingual policy is followed in which the national language, Malay, and English are both used at medium of instruction. This chapter describes the development of the RELA project for upper primary students. Among the activities included was Sustained Silent Reading. Preliminary results indicated that the upper RELA program was associated with superior results on a number of outcome measures.

**Ronnqvist, L., & Sell, R. D. (1994). Teenage books for teenagers: Reflections on literature in language education. *ELT Journal*, 48, 125-132.**

97--Foreign language learners benefit from reading target-language literature because it gives practice in the pragmatic contextualization of linguistic expression, and strengthens integrative motivation. For young teenage learners, however, the literary texts used are often simplified

abridgements of canonical classics. It is better to use real teenage books. Teenage pupils positively like and want to understand these books, not least because they give access to the colloquial language used by native-speaker teenagers. This preference should be recognized and satisfied for both linguistic and educational lessons. Teenage books also meet teenagers' requirements in matters of genre, theme, and plot, and are a great asset in teaching which centres less on the text itself than on what the young reader is doing with it. A careful selection of teenage books can offer a broader and deeper understanding of target cultures than do traditional textbooks.

**Schackne, S. (1994, December). Extensive reading and language acquisition: Is there a correlation? A two-part study. Paper presented at the Annual International Conference of the Institute of Language in Education, Hong Kong. ERIC Document Reproduction Service No. ED388110.**

98--\*A 1986 study concerning the effectiveness of extensive reading in improving second language learning, and its replication in 1994-95, are reported. In the original study, four classes of English as a Second Language in a Taiwan university were used as experimental and control groups, the only difference in instruction being the use of extensive reading for pleasure in one. All experimental classes showed greater gains in reading skills. A study using both the same and additional measurement instruments and a much larger sample was undertaken at that university and another in Macau; results at the latter institution are reported here. Again, experimental group gains were greater than control group gains, but at a lower level of significance. Possible explanations for this discrepancy in results are discussed. A 29-item list of student readers is included.

**Wesche, M., & Paribakht, T. S. (1994, March). Enhancing vocabulary acquisition through reading: A hierarchy of text-related exercise types. Paper presented at the Annual Meeting of**

99--\* This paper describes a classification scheme developed to examine the effects of extensive reading on primary and second language vocabulary acquisition and reports on an experiment undertaken to test the model scheme. The classification scheme represents a hypothesized hierarchy of the degree and type of mental processing required by various kinds of vocabulary exercises. These categories include: (1) selective attention; (2) recognition; (3) manipulation; (4) interpretation; and (5) production. This hierarchy was tested in an English-as-a-Second-Language (ESL) classroom by comparing the vocabulary gains of learners in a thematic reading program with those in the same reading program in which some readings were replaced by vocabulary enhancement activities. Results indicated that although both groups in the reading program experienced substantial gains in word knowledge, those performing vocabulary enhancement techniques along with reading activities learned more words and achieved greater depth in their knowledge of these words than those students exposed to extensive reading alone. Three appendixes provide copies of a vocabulary exercise analysis sheet, examples of vocabulary exercises, and vocabulary scoring categories.

**Yano, Y., Long, M. H., & Ross, S. (1994). The effects of simplified and elaborated texts on foreign language reading comprehension. *Language Learning*, 44(2), 189-219.**

461--Linguistic simplification of written texts can increase their comprehensibility for nonnative speakers but reduce their utility for language learning in other ways, for example, through the removal of linguistic items that learners do not know but need to learn. This study was conducted to test the hypothesis that elaborative modification observed in oral foreigner talk discourse, where redundancy and explicitness compensate for unknown linguistic items, offers a potential alternative approach to written text modification. We randomly presented 13 reading passages to 483 Japanese college students in one of three forms: (a) native baseline, (b)

simplified, or (c) elaborated. Comprehension, assessed by 30 multiple-choice test items, was highest among learners reading the simplified version, but not significantly different from those reading the elaborated version. The type of modifications to the texts interacted significantly with the kind of test item used to assess comprehension -- replication, synthesis or inference -- suggesting that different kinds of text modification facilitate different levels of comprehension.

**Yu, V., Chiu, E., Siu, W., & Yau, R. (1994). Extensive reading in the primary curriculum: Current practices and new initiatives. In N. Bird, P. Falvey, A. B. M. Tsui, D. M. Alison, & A. McNeill (Eds.), Language and learning: Papers presented at the International Language in Education conference (Hong Kong) (pp. 258-273). Hong Kong: Institute of Language in Education. (ERIC Reproduction Service No. ED386053).**

361--A Hong Kong survey, part of a primary school English-as-a-Second-Language curriculum development effort, investigated the extent to which extensive reading materials and activities are used at the upper elementary level, identified learner difficulties with English reading, and solicited teachers' opinions of the role of extensive reading in the curriculum. Questionnaire responses were received from 294 schools.

Results indicate that most schools used class readers, and the most frequently used class activities were questions and answers, reading aloud, and silent reading. Among five instructional aims, respondents were most interested in developing students' interest in reading. Most respondents had class libraries with a range of English-language book types. However, students were given little classroom support in reading these books. Over one-quarter of the schools did not allow students to select their own English reading materials. Seven frequently-observed reading problems were identified including: inability to interpret ideas in the text, tackling words, sustaining reading, and following main text ideas.

Respondents also ranked criteria used to select reading materials. A large majority of schools



supported the idea of extensive reading, but only about 40 percent expressed interest in a proposed elementary school reading program.

**Dupuy, B., & Krashen, S. D. (1993). Incidental vocabulary acquisition in French as a foreign language. *Applied Language Learning*, 4(1 & 2), 55-63.**

265--Third semester college students of French in one intact class saw the first five scenes of *Trois homes et un couffin* and read the next five scenes in class. They were then surprised with a vocabulary test that contained highly colloquial words that were in the texts. Subjects performed significantly better than control subjects who were enrolled in another 3rd-semester French class as well as controls enrolled in a more advanced class, confirming that incidental vocabulary acquisition is possible in a foreign language situation. A conservative estimate of their rate of vocabulary acquisition was about .075 words per minute, which included the film and the reading. Rate of incidental vocabulary acquisition may have been underestimated, however, because the text was difficult, only 30 words were tested, and only eight of the 30 words appeared in the film.

**Evans, M. (1993). *Nicolas: Using Hypercard with intermediate-level French learners*, *System*, 21(2), 213-229**

291--\*This paper explores the potential of hypermedia for foreign language learning at intermediate level. It focuses on the results and experiences of a research project which led to the trialling of a HyperCard program entitled *Nicolas* incorporating text, graphics and sound, for use mainly with 14-16 year-old students of French. The aim of the research was to investigate the extent to which extensive reading skills might be supported and developed by the use of such applications. Can hypermedia provide a useful bridge between the communicative diet of the early stages of foreign language learning and the interpretive skills required at advanced level? The discussion tackles the issue of the apparent contradiction between the serial nature

of the reading process and the non-sequential navigational structure of hypertexts, and looks in particular at the role of glossaries, and interactive tasks which are interspersed throughout the program.

**Kembo, J. (1993). Reading: Encouraging and maintaining individual extensive reading.**

**English Teaching Forum, 31(2), 36-38**

225--\*This article, based on work in Kenya, discusses reasons for doing extensive reading, sources of reading material, teachers' roles in building student interest in reading, monitoring of extensive reading, ways to continue building student motivation to read, and the relation between extensive reading and other skills and subjects. The article concludes with further suggestions, for instance, even after an extensive reading programme has been running for a while, the author emphasizes that teachers still have an important role in motivating students to read, a role which can be played by sharing with pupils about teachers' own reading.

**Krashen, S. (1993b). The power of reading. Englewood, CO: Libraries Unlimited.**

83--\*This book begins with a review of the L1 and L2 research on free voluntary reading (FVR) and contrasts this with the research on direct instruction. The author's conclusion is, "Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers" (p. 23). The book's longest section addresses the implementation of FVR, including the following questions: How does a print-rich environment affect FVR? What is the role of public and school libraries? How does reading aloud affect literacy? Do direct encouragement and rewards increase reading? What is the effect of light reading of comic books and teen romances? The book's third and final section concerns: the limits of FVR in language development, when direct

instruction can be used effectively, the link between reading and writing, and the relationship of television and literacy.

**Lai, E. F. K. (1993). Effect of extensive reading on English learning in Hong Kong. CUHK Education Journal, 21(1), 23-36.**

85--The present study examines Krashen's theory of second language acquisition through the implementation of an extensive reading scheme. By allowing learners to choose books at their level of language proficiency, by giving them time to read on their own, it was assumed that comprehensible input was provided in a low affective filter environment, thus satisfying the two essential factors in Krashen's Input Hypothesis. 1351 secondary students were used as subjects either in a year-long reading scheme or in a summer reading program. Results indicated that Krashen's theory was only partially supported. There were significant gains in the experimental group in vocabulary recognition, listening comprehension and reading speed, but no superior comparison over the control group in reading comprehension and writing.

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**Lai, E. F. K. (1993). The effect of a summer reading course on reading and writing skills. System, 21, 87-100.**

84--This article reports the effects of a 4-week summer reading program on learners' reading comprehension, reading speed and writing development. Graded readers and short passages were used to supply comprehensible input to 226 subject (grades 7-9) from Hong Kong secondary schools. Results show that there was improvement in all three areas tested for those subjects who had reached a certain level of proficiency. Depending on teacher's emphasis, the quantity of reading done had a significant relationship with reading comprehension gains in one course and with reading speed in another course. These results are discussed in the context of the local sociolinguistic environment.

**Mason, B., & Krashen, S. D. (ms), (1993). Can we increase the power of reading by adding more output and/or correction.,**

189--\*Based on the premise that free reading leads to increased second language competence (Krashen, 1993; Elley, 1991, Mason and Krashen, 1997), this study seeks to determine whether output practice, with and without correction, enhances the effect of comprehensible input (as suggested by Swain, 1995; Schmidt, 1995). The participants, three classes of first year English majors in a Japanese college, read about 1500 pages of English. The classes had different follow up treatments. The null hypothesis class wrote short native-language summaries after reading, one class wrote English-language summaries, and the third class wrote English-language summaries which, after correction for content and grammar, were rewritten by the students. L2 competence was measured by pre- and post- (a) cloze test and (b) English-language summary writing, scored for length and error-free clauses and words. There was no obvious effect of adding additional output in English or output with correction. Reading alone produced the same results, and was more time-efficient: The null-hypothesis group got approximately the same results for about one-half the investment in time. This result is consistent with the input hypothesis, but inconsistent with output and instruction hypotheses. [This paper is posted on the Internet on the following website in the "Research Online" section (<http://www.extensivereading.net/er/research.html>)]

**Wong, L. (1993). A study of extensive reading in secondary 1 English classes. Unpublished master's thesis, The University of Hong Kong.**

434--Compulsory education grows out of the respect to the individual's right to be educated. If the individual is to be respected, his or her needs and interests should be well cared for. In the hope of understanding S[econdary] 1 students' reading interests, this study investigates the

cognitive, psychological and social factors which may affect S. 1 boys' and girls' EFL reading interests: this study also explores the types of books and the features embodied in the books which interest the subjects.

45 boys and 45 girls from different S. 1 EFL groups of the target school were gathered by random sampling and 139 books by 24 publishers were assembled and categorised into 11 types of fiction and 3 types of non-fiction (i.e. about 10 titles/copies for each type) for the study.

In the study, the subjects were divided into 3 groups, 15 boys and 15 girls each. Each group attended a Personal Data Session and a Reading Activity Session. In the Personal Data Session, the subjects filled in Part 1 of an Attitude questionnaire on their socio-economic background, reading experience, habit and interest. In the Reading Activity Session, the subjects were invited to choose freely to read what they liked from among the 139 simplified readers which were randomly arranged on long tables in the Choosing Corner in the spacious school hall. Once they had chosen a book, they got Part 2 of the Attitude Questionnaire and put down the reasons why they chose the book. Then they moved to the Reading Corner to do their reading. They were free to choose their seats, relax and read comfortably in the corner. They could decide how much of the book they wanted to cover. Before they returned the book and chose another one, they put down in the questionnaire the reasons why they liked or disliked a certain book. The subjects were encouraged to borrow books to read at home and give comments on the books later by filling in the relevant part of the Attitude Questionnaire or through interview.

During the Reading Activity Session, the average attention span of the subjects was recorded and the tendency of shared reading was observed. I also tried to see whether the subjects

were eager to choose the books and enjoyed reading and their autonomy of making choices.

**Yu, V. (1993). Extensive reading programs--How can they best benefit the teaching and learning of English. TESL Reporter, 26(1), 1-9.**

87--\*The author discusses her experience with extensive reading programs in Hong Kong, reporting that many teachers see extensive reading as a useful but optional extra to be implemented only if time allows. Yu explains why extensive reading should be a regular part of the curriculum and how this can be achieved. Her list of key ingredients of successful extensive reading programs includes: a wide variety of materials to meet all students' interests and reading levels; post-reading tasks that are short and easy; coordination among teachers to build the program; and changing roles among teachers who become facilitators, enthusiasts, and administrators for the program.

**Azabdaftari, B. (1992, March). The concept of extensive reading in the light of the L1=L2 hypothesis. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Vancouver. ERIC Document Reproduction Service No. ED350864.**

71--\*A review of the literature of second language teaching suggests that a significant gap exists between linguistic theory and language teaching practice. However, psycholinguistics has influenced development of language teaching policies to the extent that many language teachers have advanced a more semantic, social, and communicative view of language. An extension of this approach suggests that reading for pleasure from appropriate second language (L2) texts provides subconscious and progressively more difficult L2 input much like that essential for native language (L1) acquisition. The process is enhanced, it is proposed, by the interest and pleasure engendered by the texts. This hypothesis is supported by psychological principles of learning. The L1=L2 hypothesis suggests that L2 learning, like L1 acquisition, follows a highly predictable pattern. It is concluded that if the conditions of L1

acquisition are approximated by extensive L2 reading (i.e., substantial unconscious, comprehensible input), the L2 learner can achieve a native -like communicative competence in a formal instructional setting.

**Davis, J. N., Carbon Gorell, L, Kline, R. R., & Hsieh, G. (1992). Readers and foreign languages: A survey of undergraduate attitudes toward the study of literature. *Modern Language Journal*, 76, 320-332.**

72--\*This article reports a questionnaire study of 175 U.S. undergraduates' attitudes toward studying L2 literature. These students were enrolled in sixth-semester introductory foreign language literature courses. About two-thirds of respondents reported a positive attitude toward literature study. Variables found to be significantly related to attitude toward literature study were amount of leisure reading done in the L2, role of literature in the home, and preferred learning style. The authors recommend that reading instruction allow students to give their own interpretations of what they read and that Sustained Silent Reading in which students select what they read be done once or twice a week.

**Edinburgh Project on Extensive Reading. (1992). EPER guide to organising programmes of extensive reading. Edinburgh: Institute for Applied Language Studies, University of Edinburgh.**

73--\*This book consists of 15 chapters divided into four parts. Part 1 begins with a discussion of what extensive reading is and its benefits to students. Other topics in Part 1 include finding suitable materials for extensive reading and descriptions of programmes in a variety of countries. Part 2 is the book's longest section. It goes into detail on programme management, including class readers and library readers, storage and security of books, official endorsement, training of staff, monitoring, and evaluation. Part 3 concerns the classroom teacher's role in extensive reading, and Part 4 describes what EPER can offer educators

wishing to implement extensive reading.

**Hirsh, D., & Nation, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language*, 8, 689-696.**

75--The types of vocabulary in three short novels were analyzed to determine the text coverage of the most frequent 2,000 words of English, and the vocabulary needed to gain 97-98% coverage of the running words in each text. It was found that the most frequent 2,000 words do not provide adequate coverage for pleasurable reading and that a vocabulary size of around 5,000 word families would be needed to do this. The study also showed a need for graded readers at the 2,600- and 5,000-word level and unsimplified texts. The feasibility of preteaching vocabulary and intensive reading of unsimplified texts were also examined.

**Klapper, J. (1992b). Preliminary considerations for the teaching of FL reading. *Language Learning Journal*, 6, 53-56.**

231--\*This article, the second in a series of three, surveys the literature and reaches basic (and very quotable) conclusions about the teaching of reading. The first two sections relate directly to extensive reading. "Authenticity and simplification of texts" surveys studies that warn against simplification, concluding, "In spite of these research findings, experience and common sense suggest that learners at a very basic level of FL competence are simply not able to cope with the syntactical complexities of reading material which has not been altered in any way" (p. 53). The following section, "Extensive Reading," makes the point that "Learners can only become independent readers by regularly tackling new texts on their own" (p. 53), and concludes that "extended [sic] reading must seek to be so pleasurable and/or



informative on a subject of interest that there is no conscious focus on the act of reading" (p. 54).

**Klapper, J. (1992c). Practicable skills and practical constraints in FL reading. *Language Learning Journal*, 7, 50-54.**

232--\*Like the first two parts of the series, this final article surveys research and stresses the need for a balance of intensive and extensive reading. The "Reading and lexis" section looks at guessing unknown words, with mention that lexical repetition in graded readers makes learning new words easier. The article concludes, "To become a proficient performer in a FL a learner needs varied, repeated and extensive exposure to the language. . . . This goal is still most readily achieved through extensive reading" (p. 53), and "far more extensive reading needs to take place outside our language classes" (p. 53).

**Nash, T., & Yuan, Y.-P. (1992/93). Extensive reading for learning and enjoyment. *TESOL Journal* 2(2), 27-31.**

77--\*This article describes an extensive reading course at a university in Taiwan. The course goal was for students to "improve their reading by reading, rather than through classroom instruction." To encourage students to read for meaning and not worry about understanding every word, on the first day of the course, students were asked to read a difficult text in their L1 and to reflect on their reading process. Activities used to accompany extensive reading included a record of books read, teacher conferences, journal entries about each book read, oral reading, video watching, and group discussion. The key element of grades was number of pages read, but students also did an individualized final exam. The article discusses how books were chosen for the course. The authors found that not only was the extensive reading

course at least as useful as a reading skills course for enhancing student reading ability, but extensive reading also encouraged students to develop a habit of reading in the L2 and to see L2 reading as enjoyable.

**Pino-Silva, J. (1992). Extensive reading: No pain, no gain? *English Teaching Forum*, 30(2), 48-49.**

79--\*This article describes the Extensive Reading Activity (ERA), an in-class procedure used with beginning and intermediate L2 learners at a university in Venezuela. During weekly, one-hour sessions, students read a large number of texts (100 to 800 words) for the gist and then complete a brief worksheet. The worksheet includes: how long students took to read the text; whether they used a dictionary; self-rating on the degree of students' comprehension of the text; rating of the text's difficulty; rating of the degree of enjoyment and learning received from the text and familiarity with the topic of the text; whether students recommend the text be used with others, and a three-line statement of the text's main idea. Student feedback is presented which suggests that students find the procedure enjoyable and beneficial.

**Rees, P. (1992). Reading in French-GCSE to A Level. Perspectives on reading. CLE Working Papers 2. ERIC Document Reproduction Service No. ED392242**

80--\*This paper reports on the reading habits of a group of students who moved from GCSE French to A Level French in the British school system; they were the second intake of A Level students with a GCSE background. Data was gathered using questionnaires and group interviews at three points during the students learning. Eleven students participated in the group discussions. Findings suggest that students need a wide variety of text types during the very early stages of A-Level course, with a staged progression in text length, and that reading skills strategies should be covered early in the A-Level course. Readers were preferred by the students over snippets and full-length books. Overall findings indicate a need for extensive

reading over intensive, select text study and increased early emphasis on the learning of reading skills.

**Benson, M. J. (1991). University ESL reading: A content analysis, English for Specific Purposes, 10(2), 75-88**

289--\*The three standard questions of content analysis (What? How? With what effect?) form the basis of this investigation into the reading actually done by an ESL student at a U.S. university. The texts he encountered were analyzed for their content, their use of sources of authority, and the values that underpinned them. Text type and difficulty analysis were also performed. Lastly, a piece of the student's writing was examined to ascertain to what extent, and through what processes, learning from the readings had taken place. The findings show readings more varied in content and text type than is generally imagined for such courses, together with extensive use of sources of authority. A strong Western-intellectual-progressive value system was revealed. The learning achieved by the student is best described in terms of tuning the incoming ideas to fit existing structures, rather than the wholesale adoption of new concepts. These findings support the idea that extensive reading is central to any EAP reading course.

**Brusch, W. (1991). The role of reading in foreign language acquisition: Designing an experimental project. ELT Journal, 45, 156-163.**

62--This article describes the rationale and structure of a research project into the effectiveness of reading in foreign language acquisition. The article focuses on two issues: the initial stages of the project (which has been very much influenced by a similar one carried out by Elley and Mangubhai, 1983); and some aspects of the backgrounds of the pupils involved. In the first stages of the project, pupils in fifteen Hamburg schools have been provided with class libraries, and tests have been administered in both 'reading' groups and 'non-reading'

groups. Both groups will be tested again, in two years' time. The background information about the pupils suggests that reading is, in fact, more popular amongst them than might be supposed, but that the provision and organization of reading materials in school fall far short of pupils' needs and interests.

**Coll, A. et al. (1991, April). Impacto de un programa de lectura extensiva en la adquisicion de una segunda lengua (Impact of an extensive reading program on second language acquisition). Paper presented at National Congress of the Spanish Association of Applied Linguistics, San Sebastian, Spain. ERIC Document Reproduction Service No. ED353772**

63--\*This study investigates the application of Krashen's Input Hypothesis, studying the relationship between exposure to the target language and language acquisition within the context of the English-as-a-foreign -language secondary classroom in Spain. The project studied the effect of additional reading instruction with emphasis on reading for pleasure. Series of graded readers were made available to students in the experimental group who were asked to turn in short reports on which they received teacher feedback. An average of 15 hours of after school reading was completed by students in the experimental group. Student achievement was evaluated via the short form of the English Language Skills Assessment (ELSA), a multiple-choice cloze test, a dictation test, the Spew test (vocabulary), and a self-assessment measure. The difference between control and experimental groups was not significant. The following possible explanations are provided: reading does not correlate with greater achievement in a second language; the treatment provides either inadequate or insufficient input to support Krashen's hypothesis; the length of the study was insufficient to show significant results; the measurement tools used were inadequate to capture differences.

**Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. Language Learning, 41, 375-411.**

66--This article outlines a set of recent little-known empirical studies of the effects of "book-floods" on students' acquisition of a second language in elementary schools. In contrast to students learning by means of structured, audiolingual programs, those children who are exposed to an extensive range of high-interest illustrated story books, and encouraged to read and share them, are consistently found to learn the target language more quickly. When immersed in meaningful text, without tight controls over syntax and vocabulary, children appear to learn the language incidentally, and to develop positive attitudes toward books. In some cases, the benefits are found to spread to other subjects and languages. Implications are drawn for language policy in developing countries and some support is established for such concepts as "comprehensible input" and "whole language" approaches to language acquisition in schools.

**Grabe, W. (1991). Current developments in second language reading research. TESOL Quarterly, 25 (3), 375-406.**

304--\*This article synthesizes and interprets L1 and L2 reading research, especially from the 1980s, and ends with a page of guidelines for reading instruction. "After having reviewed ESL reading research. . . the next logical step is to interpret this research into curriculum guidelines and effective teaching practices" (p. 395). Two of the seven guidelines involve extensive reading. "Third, sustained silent reading should be encouraged to build fluency (automaticity), confidence, and appreciation of reading. . . . Seventh, and finally, students need to read extensively. Longer concentrated periods of silent reading build vocabulary and structural awareness, develop automaticity, enhance background knowledge, improve comprehension skills, and promote confidence and motivation. In short, students learn to read by reading" (p. 396).

**Gradman, H. L., & Hanania, E. (1991). Language learning background factors and ESL proficiency. *Modern Language Journal*, 75, 39-50.**

68--\*This article reports a study in which 101 students in an ESL program at a U.S. university were individually interviewed to collect data on 44 variables concerning the students' language learning background prior to entry into the program. These data were analyzed for relationships between the variables and students' TOEFL scores and subscores. The researchers highlight the relatively high correlation between extracurricular (extensive) reading and TOEFL score, and the lack of a direct correlation with TOEFL scores of hours of formal instruction and quantity of oral language use. When multiple regression analysis was conducted, "[O]utside reading emerged as the most important, indeed the only, factor with a significant effect on TOEFL scores."

**Hickey, T. (1991). Leisure reading in a second language: An experiment with audio-tapes in Irish. *Language, Culture and Curriculum*, 4(2), 119-131.**

69--The problems of second language readers of Irish in the elementary school are analysed. The results of a survey of 50 9-year-old children's attitude to Irish reading are given, as well as a discussion of their parents' attitudes and difficulties in this area. The low frequency of the children's Irish reading and their restricted access to Irish materials has inevitable repercussions on their L2 reading ability. The effect of supplying tapes to accompany leisure books in Irish was explored. It was found that such tapes considerably increased the children's motivation to read, resulting in more frequent reading of a taped compared to a non-taped book. There was a significant increase in frequency of reading even in the case of a book which was perceived to be difficult by the children. In addition to the marked improvements in the motivation to read, there were indications that the tape facilitated comprehension and increased the children's reading rate and accuracy of pronunciation. These benefits indicate that the provision of tapes to accompany leisure readers is an important form of environmental

support for second language reading, and an especially useful tool to increase exposure to a minority language in particular.

**Jacobs, G. M. (1991). Second language reading recall as a function of vocabulary glossing and selected other variables. Unpublished dissertation. UMI AAT 9215020**

321--[Note: Although the empirical focus is elsewhere, this study is significant for its discussion of extensive reading.] There have been inconsistent findings in second language research on the effect of vocabulary glossing on reading comprehension. The present study was undertaken to extend this body of research in two ways: (a) by the inclusion of another set of second language learners, another text, and another group of vocabulary glosses; and, (b) through the consideration of other variables. These other variables were aptitude, tolerance of ambiguity, psychological type, proficiency, frequency of gloss use, perceived value of gloss use, and time on task. One hundred sixteen U.S. college students enrolled in a third semester Spanish course at the University of Hawai'i at Manoa participated in the study. They were randomly assigned to condition, with half reading an unglossed Spanish text and half reading the same text accompanied by English glosses in the margin. After reading the text, participants were asked to write, in English, as much as they could recall of the text. The dependent variable in the study was recall of the text. This was measured by scoring participants' written recalls in two ways: t-units and nouns and verbs. Results showed a significant effect for glossing on both measures of recall. No significant interactions between the treatment and any of the other variables were found. Based on the results of this study, it is suggested that glossing can play a useful role in aiding the comprehension of authentic or otherwise difficult passages. However, it is proposed that acquisition of a second language will be increased more by the use of modified texts which encourage students to gain large amounts of comprehensible target language input via extensive reading. This may be combined with intensive reading of authentic texts with glosses. In this case, students should

be trained in the proper use of glosses. The effectiveness of such a program of large amounts of extensive reading and smaller amounts of intensive reading of glossed texts is a matter which awaits empirical testing.

**Krieger, E. (1991/1992). The book report battle. Journal of Reading, 35, 340-341.**

238--\* One controversy in extensive reading concerns whether or not students should be asked to do follow-up activities when they have finished reading a book. Book reports are among the best-known follow-up activities. In this article, the author, who teaches in an L1 context, presents and then refutes many of the reasons typically given for using book reports. A student who did not enjoy book reports and related follow-up tasks is quoted as saying, "Hey, can I just finish the book or do I still have to do more chapter questions? I'm really at the exciting part and I want to finish it." The author proposes how the use of book reports can be optimized and also suggests that oral reporting may be an alternative.

**Lai, F. E. (1991). Extensive reading as input for second language acquisition. Unpublished PhD thesis, The University of Hong Kong.**

435--The present study investigates the validity of Krashen's Input Hypothesis which states that when comprehensible input is present in a low affective filter environment, language acquisition will take place. Krashen claims that the Input Hypothesis provides an overall theory of second language acquisition with important pedagogical implications.

Extensive reading was chosen as a means to test his theory. Because it could provide error-free comprehensible language input in a low anxiety situation, it was taken as being able to optimize the necessary and sufficient conditions for acquisition as stated by Krashen.

This study passed through four stages over four years. The first stage consisted of a



comparison in language proficiency gains between experimental and control groups with an extensive reading scheme implemented in five schools. The second stage consisted of replicating the extensive reading scheme in two schools to collect more data. The third stage consisted of the involvement of the researcher in the extensive reading scheme as a teacher to check the effect of the administrative aspects of the scheme on a classroom basis. The fourth stage consisted of an intensive summer programme to isolate extensive reading as a variable. This summer programme was repeated in the next year with more emphasis on deep processing or quality as well as quantity of reading.

**Mason, B., & Pendergast, T. (1991). Do cloze exercises make pleasure reading more effective? *Shitennoji International Buddhist University Junior College Journal*, 31, 14-24.**

70--\*This article discusses an extensive reading program at a junior college in Japan. The authors report that extensive reading had for several years led to gains in students' L2 proficiency as measured on cloze tests and that students were enthusiastic about reading. However, because some students and some teachers felt a need to incorporate language learning exercises into the extensive reading program, the authors decided to study whether the use of cloze exercises in addition to extensive reading would be more effective than extensive reading alone, as measured by gain scores on cloze tests and a questionnaire to students about reading instruction. The same group of students did extensive reading and cloze tests the first semester and extensive reading only the second semester. Results suggest that although students viewed extensive reading as more important than cloze exercises for improving their English reading proficiency, they preferred the combination of extensive reading and cloze. Further, as measured by gains in cloze test scores, the combination program was more effective to a statistically significant degree than the extensive reading only approach. The authors warn that care should be taken in the selection of the exercise materials to be used in an extensive reading program.

**Parry, K. (1991). Building a vocabulary through academic reading. TESOL Quarterly, 25(4), 629-653.**

455--This paper reports a series of longitudinal case studies designed to address the question of how language learners build their vocabularies. Students who were enrolled in an anthropology class were asked to record the words that caused them difficulty as they read their anthropology texts, and to write down, if they could, what they thought the words meant. The resulting lists are analyzed in terms of the kinds of words listed, the accuracy of the glosses, and the probable reasons for misinterpretation; the analysis is considered in relation to data collected in protocols and a translation task. The conclusions are that a range of strategies may be used for learning vocabulary, each involving liabilities as well as assets. Students need to be aware of the range so as to develop flexibility in their responses to unfamiliar words. ["The figures...suggest that there is, as we have always suspected, a strong correlation between how much people read and how many words they know.... To establish a firm foundation for the vocabulary building to be done in academic courses, we should encourage our students to read as much as they can before they leave our classes" (p. 649).]

**Hafiz, F. M., & Tudor, I. (1990). Graded readers as an input medium in L2 learning. System, 18, 31-42.**

55--The article describes an experiment into the effect of a 90 hour extensive reading programme using graded readers on the language development of a group (N=25) of learners of English as an L2 in Pakistan. Results show significant gains in both fluency and accuracy of expression, though not in range of structures used. It is suggested that extensive reading can provide learners with a set of linguistic models which may then, by a process of over-learning, be assimilated and incorporated into learners' active L2 repertoire. The results are discussed with reference to a related study by the same authors in an ESL context in the UK.

**Kitao, K., Yamamoto, M., Kitao, S. K., & Shimatani, H. (1990). Independent reading in English**

57--Recently the study of English for the purpose of communication has increased in importance in Japan. Use of graded readers for individualised reading helps improve students' English reading skills. In this paper, we will report on a study of this method. Using 220 graded readers divided into four levels, we offered 300 freshman and sophomore English students an opportunity to read graded readers over a period of four to six weeks. According to the results of reports on the books and a questionnaire administered at the end of the study, many students have a desire to read English books. 60% of the students who did read books chose elementary level (less than 1,000 words) books and 27% read low-intermediate level (less than 2,000 words) books. Extra credit points helped motivate students to read. Of the students who did not read any books, the most frequently expressed reason was that they were too busy. It is important to increase the number of books and the variety of topics available so all students can find books that are in familiar fields or of interest. We conclude with a brief discussion of how such a program could be improved, based on the results of our survey.

**Lipp, E. (1990). Extensive reading through sustained silent reading: Developing comprehension in adult learners. CATESOL Journal, 3(1), 75-91.**

58--This article discusses an adjunct Sustained Silent Reading Program (SSR) in which getting satisfaction from reading and developing a better attitude toward reading are the goals. During SSR, students self-select books from a collection and read them. They also write journal entries, prepare oral and written book reports, and talk about books that they are reading, they receive recognition for the books they finish. While it is the student's task to read and read a lot, it is the ESL program's task to provide a variety of interesting books that students can understand.

**Simensen, A. M. (1990). Adapted texts: A discussion of some aspects of reference. Reading**

**in a Foreign Language, 6(2), 399-411.**

459--The place of reading, as a receptive skill, is discussed in relation to current foreign language learning and teaching theory. Selected research on adapted texts, as one kind of potentially comprehensible input, and relevant research on reading comprehension are briefly dealt with. Three types of reference in texts are defined, and selected examples of these types in adapted texts are reported and analysed: reference to the outside world, textual reference, and situational reference. Many of the examples discussed point in the same direction as the results of previous research and basic theoretical assumptions such as studies of the comprehension of various forms of anaphoric reference relationships and "the bridge theory." However, this does not apply to some examples which reveal completely different reference relationships in the adapted version compared with the original text. In some cases this kind of adaptation practice seems to lack any sensible justification and may be the result of negligence.

**Davis, J. N. (1989). Facilitating effects of marginal glosses on foreign language reading. *The Modern Language Journal*, 73(1), 41-48.**

**<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.1989.tb05308.x>**

766--Marginal glosses are a standard feature of foreign-language readers. The few data-based studies of them, however, provide evidence that challenges their effectiveness (Pak; Johnson; Snively). The purpose of my study is to determine whether marginal glosses improve the comprehension of a literary text read in a foreign language by intermediate-level college students. In addition to a survey of relevant research, I suggest additional questions that should be answered for effective use of glosses.

**Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 34(1), 5-13.**

47--A three-month extensive reading programme using graded readers was set up involving one experimental group and two control groups of ESL in the UK. The programme, inspired by Krashen's Input Hypothesis, was designed to investigate whether extensive reading for pleasure could effect an improvement in subjects' linguistic skills, with particular reference to reading and writing. The results showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills. A number of recommendations are made regarding the setting up of extensive reading programmes.

**Susser, B., & Robb, T. N. (1989). Extensive homework. *The Language Teacher*, 13(8), 7-9.**

50--\*This article describes one approach to extensive reading used with classes of first-year university students in Japan and the methods used to encourage these students to read extensively and to do writing based on this reading. These classes were involved in a study reported in Robb and Susser (1989). Students read unsimplified materials written for native speakers at levels from elementary school to adult, and not available in Japanese translation. A page weighting system was used to measure quantity of student reading. To encourage students to do the reading, various strategies were used: points were given for number of weighted pages read; a student record of books read was monitored by teachers; and students wrote summaries of the books they had read. Based on questionnaire data, the authors report that students liked the approach. Students also believed that their summary writing improved.

**Bearne, C. (1988). Readers and 'Readers': Foreign language reading in 18+ learners. *Russian as a case study and some strategies. Reading in a Foreign Language*, 5, 163-179.**

39--This article examines the foreign language learning needs of a specific group of undergraduates and postgraduates, principally learners of Russia, with particular reference to their need to develop reading skills in the foreign language. It examines what actual reading this group do and how this relates to their previous language learning experience. Traditional

educational publications designed to foster reading skills --'readers' are examined, taking Russian as an example, and their effectiveness evaluated. In the light of the evaluation alternative strategies are explored with a view to integrating reading into the total FL learning process.

**Hill, D. R., & Reid Thomas, H. (1988). Guided readers (Part 1). *ELT Journal*, 42(1), 44-52.**

43--\*This article presents a survey of twelve series of English language graded readers. The following characteristics are considered: covers, page length, size and look of pages, illustrations, vocabulary and syntax control, glossaries, introductions, pre-reading questions, chapter headings, type of book (story, play, poetry, or long fiction), genre (fiction - animal, fable, general, romance, spy, science fiction, sport, thriller, or western - and non-fiction - animal, biographical, cultural, geographical, historical, scientific, or sport), setting, period, gender of protagonist, sensitive issues, readability level, interest rating, and age of readership.

**Krashen, S. D. (1988). Do we learn to read by reading? The relationship between free reading and reading ability. In D. Tannen (Ed.), *Linguistics in context* (pp. 269-298). Norwood, NJ: Ablex.**

45--\*In this paper, I review studies that attempt to determine whether there is a relationship between the amount of pleasure reading done and reading ability, as measured by tests of reading comprehension. Three kinds of studies are presented: Free reading programs done in school (e.g. Sustained Silent Reading, Self-Selected Reading). Students' reports of free reading outside of school. Reading resources, or the availability of books and other forms of print. I will argue that free reading consistently relates to success in reading comprehension, and that the apparent counterexamples to this generalization are easily dealt with.

**Petrimoulx, J. (1988). Sustained silent reading in an ESL class: A study. Paper presented at**

**the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).**

518--A study of the effect of regular sustained silent reading (SSR) periods on the reading comprehension and vocabulary of a group of adult students of English as a second language is reported. Sixteen foreign students from 10 countries enrolled at the University of South Florida participated in one of three groups. One group engaged in SSR for ten minutes daily for fifteen weeks and discussed the vocabulary they learned. Two control groups did no required SSR. After 15 weeks, the experimental group had higher reading comprehension and vocabulary scores than the control groups, but the differences were not statistically significant. However, the experimental group showed a high degree of acceptance of the SSR activity and increased at-home reading. The results are consistent with those of native-language SSR studies that indicate the technique to be effective over the long term. A longer study is recommended. The results of this study and the findings of other SSR studies are charted for reference, vocabulary learned by the experimental group is presented, and the measurement instruments used in the study are included.

**Wodinsky, M., & Nation, I. S. P. (1988). Learning from graded readers. Reading in a Foreign Language, 5, 155-161.**

46--A word frequency study was made of two graded readers and an unsimplified text to determine the contribution that graded readers can make to vocabulary learning. Assuming that 10 repetitions are needed for learning, it was found that in order to master the vocabulary at a particular level, it would be necessary to read several texts at that level. It was also found that when moving from one level to another, it is not necessary to learn the vocabulary of the new level, or indeed to master all the vocabulary of the previous levels, in order to read successfully at the new level. Graded readers also provide suitable conditions for guessing unknown words from context.

**Carrell, P. L. (1987). Readability in ESL. Reading in a Foreign Language, 4, 21-40.**

247--This article reviews the literature critical of readability formulas from the perspective of their use in second language reading contexts. Relevant empirical research (Davison & Kantor 1982; Johnson 1981; Blau 1982; Floyd and Carrell 1987) which casts doubt on the efficacy of syntactic simplification/adaptation is also reviewed. The paper argues against using readability formulas not only as guides to text production or adaptation/simplification, but also as measures of the difficulty of naturally occurring texts. The paper argues that valid measures of a text's comprehensibility require consideration of textual phenomena at the level of discourse, of syntactic and lexical choices other than those which affect length, of logical/rhetorical ordering of ideas and progression of topics and comments, as well as--most importantly--background knowledge presumed of the reader.

**Eskey, D. E. (1987). Conclusion. In J. Devine, P. L. Carrell, & D. E. Eskey (Eds.), Research in reading in English as a second language (pp. 189-192). Washington, DC: Teachers of English to Speakers of Other Languages.**

35--\*Reviewing the research presented in the book's previous chapters, the author concludes that because reading is such a complex, interactive, and multifaceted process, sustainable progress can only be via a large quantity of reading of texts of increasingly greater difficulty. Unless students can somehow be induced to develop a serious interest in some kind of reading that leads to a long-term reading habit, all talk of teaching reading becomes meaningless. There is much that can be done to help students along, and to wean them from counter-productive strategies, but providing appropriate material to read, that is, material which the students themselves find interesting or useful at a level which is largely comprehensible to them, should always be the teacher's first priority.

**Livingstone, C., Pike, H., Tadman, J., Tunnacliffe, D. & King, J. (1987). The Longman guide to**



**graded reading. Harlow, Essex: Longman. (New edition 1992)**

311--\*This 32-page booklet is a practical guide for teachers on implementing extensive reading. It's five sections begin with reasons for doing extensive reading with graded readers, and continue with instructions for setting up a library for students' self-selected reading, guidelines for planning lessons using a class reader, ideas for using reading as a basis for communicative activities, and finally ways to use graded reader cassettes. The 1992 edition edited by Nick Dawson, adds detail and clarity to all sections, and includes a new one on assigning reading for holiday homework.

**Parrott, J. (1987). Reading syndicates: A working model for the language classroom. Reading in a Foreign Language, 3, 411- 416.**

37--A classroom model is proposed for developing an interest in reading for pleasure and increasing literacy competence amongst intermediate or advanced language students. The relevant background to the teaching and learning situation in which this scheme was elaborated is outlined, and reasons given for wanting a more sophisticated wide-reading programme than the traditional class reader. At the heart of the article is a detailed model showing the mechanics involved in implementing a reading syndicate, with examples of texts which have been used successfully. The article concludes by enumerating perceived advantages of such a system and suggesting possible adaptations in different teaching situations.

**Grabe, W. (1986). The transition from theory to practice in teaching reading. In F. Dubin, D. E. Eskey, & W. Grabe (Eds.), Teaching second language reading for academic purposes (pp. 25-48). Reading, MA: Addison-Wesley.**

30--\*This chapter considers issues of approach, design, and procedure in L2 reading instruction. Under approach, two claims made that are relevant to extensive reading are "Reading requires practice--time on task" and "Reading requires purpose--motivation (interest, need)". Under design, the author discusses how extensive reading provides what he calls a "Critical Mass of Knowledge" of both language and of the world. This critical mass supports reading as well as overall L2 proficiency. Thus, extensive reading is part of the design for reading instruction at all proficiency levels, including elementary. Suggestions for procedures include extensive reading done outside of class with materials selected less for their authenticity than with consideration for their being challenging but not too difficult, so as to build students' confidence. By reading such materials, students are more likely to develop effective reading habits.

**Janopoulos, M. (1986). The relationship of pleasure reading and second language writing proficiency. TESOL Quarterly, 20, 763-768.**

31--\*This study investigated whether either L1 or L2 pleasure reading is positively correlated with L2 writing proficiency among 79 graduate students at a U.S. university who were non-native speakers of English. Data were collected by asking students to write a composition on one of three open-ended topics. They were then asked to provide data on their age, sex, L1, years of English study, and time spent weekly on pleasure reading in their L1 and in English. Writing proficiency was found to positively correlate with quantity of time spent on L2 pleasure reading but not on L1 pleasure reading or a combination of L1 and L2 pleasure reading.

**Jensen, L. (1986). Advanced reading skills in a comprehensive course. In F. Dubin, D. E. Eskey, & W. Grabe (Eds.), Teaching second language reading for academic purposes (pp. 103-124). Reading, MA: Addison-Wesley.**

32--\*This chapter describes an approach to teaching reading to high intermediate-advanced level L2 students taking a comprehensive skills course. The author suggests that such a course use content themes to simulate a regular university course. Authentic materials are combined with L2 textbooks to create theme-based units that require students to read analytically. These units consist of both core readings used for intensive reading and supplementary readings available for extensive reading. The latter provide students with greater reading quantity, as well as with the responsibility of self-selecting materials. A key rationale for extensive reading is that "the more students read, the better readers they become (and the better they read, the more they enjoy reading)". The extensive reading component also provides a place for texts too long to be read in class. The author suggests that students do activities based on their extensive reading and keep a log of these activities, as extensive reading is viewed as required course work.

**Stoller, F. (1986). Reading lab: Developing low-level reading skills. In F. Dubin, D. E. Eskey, & W. Grabe (Eds.), Teaching second language reading for academic purposes (pp. 51-76). Reading, MA: Addison-Wesley.**

34--\*This chapter provides guidance in setting up a reading lab for low intermediate students (400-450 TOEFL). Such a lab is not viewed as an adjunct to other courses, but as an independent course in itself. Reading lab activities involve extensive reading, as well as activities such as skimming, scanning, and phrase reading. Suggestions are provided for conducting individualized outside reading, including selection and organizing of materials, establishment of reading requirements, physical set up of the lab, the use of a form of simple book reports (an example of which is provided), and modifications for lower and higher proficiency levels.

**Vincent, M. (1986). Simple text and reading text. In C. Brumfit & R. Carter (Eds.), Literature**

**and Language Teaching (pp. 208-215). Cambridge: Cambridge University Press.**

460--\*I wish to focus on... the use of simple text, and its role in the development of the reading skills necessary for the eventual direct approach to authentic works of English literature....

Original works of English literature are not accessible to foreign learners of English at the start of their course.... [Thus] a worthy desire to read what is 'worthwhile' can result in an almost worthless reading process.... [However] If the final result of the simplification process is merely a synopsis or report of the original work, is the effort worth it? One published novelist who decided to write an original story at the level of Longman Structural Readers, Stage 1, remarked, 'It's like trying to box in a telephone booth.'... Our concepts of simplification and grading need to be more subtle and sophisticated if we wish not only to build up our students' fluency and confidence in understanding written English, but also hope to lead them to an enjoyment and appreciation of English literature.

**Bouman, L. (1985). Who's afraid of reading? Some strategies for using simplified readers in class. Modern English Teacher, 12(3), 3-13.**

263--\*This article begins by offering ten suggestions for inspiring pupils to read, e.g., that teachers like reading and read regularly and that pupils be involved in selecting and promoting books. Next, are suggested activities for pre-reading to accompany simplified readers, e.g., students generate words associated with the subject or theme of the book. The longest part of the article provides suggested activities for while pupils are reading the simplified books, e.g., a press conference held by four main characters. Finally, suggestions are made for post-reading activities, e.g., spot-the-mistake, in which a version of the story with ten errors is created.

**Brumfit, C. J. (1985). Graded material and the use of the lexicon. In C. J. Brumfit, Language and literature teaching: From practice to principle (pp. 96-99). Oxford: Pergamon.**

246--\*Brumfit uses this review (reprinted from BAAL Newsletter, Number 11, March 1981) of

Roland Hindmarsh's Cambridge English Lexicon (Cambridge University Press, 1980) to look at how word lists (such as West's General Service List) are used in the grading of teaching materials and readers. He examines the misuse of such lists--this article is in the "Criticisms of Current Practice" section of his book--and offers a 5-step checklist for writing for language learners, as a way to prevent a lexicon being used as "a straight-jacket on interesting writing." (See also p. 101 for Brumfit's criticism of the belief that "A 'scientific' grading of reading materials is not only possible, but useful.")

**Cline, W. (1985, May). Teaching Spanish for technical purposes. Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions, Dearborn, Michigan. ERIC Reproduction Service No. ED272020**

27--\*An Eastern Michigan University course in Spanish for special purposes with an emphasis on technology was intended to serve students of business, international trade, and technology, but the actual enrollment came largely from the department of foreign languages and bilingual studies. However, significant diversity in scientific preparation and aptitude and in language proficiency was still found in the course population, both undergraduate and graduate. The courses have since been designed for a broad target group, with emphasis placed on translation from Spanish to English and limited English-to-Spanish translation practice. The course content includes fundamental technological and scientific terminology in a variety of fields (mathematics, physics and subfields, chemistry, biology, and automotive and computer technology). The methodology used involves extensive readings, vocabulary review, translation, oral reports, and examinations. Instructional materials at varying linguistic levels and from a variety of fields are used. Student evaluations of the course have indicated satisfaction with the amount of learning in varied fields and with their newly acquired ability to translate technical texts. Student dissatisfaction relates to learning vocabulary in fields unrelated to career goals, text difficulty, and the instructor's lack of technical knowledge in

some fields. Course outlines are appended.

**Hedge, T. (1985). Using readers in language teaching. London: Macmillan.**

28--\*This book contains eight chapters. The first explains how graded readers are written by means of lexical, structural, and information control, and discusses issues related to such simplification. The next chapter describes how using graded readers can help learners develop knowledge of language and language use, improve their reading skills and strategies, and enhance their attitudes toward reading. Ideas for selecting graded readers for student use are presented in chapter three, followed by a chapter on how to introduce students to graded readers. Chapter five deals with setting up a class library and how to encourage students to use it frequently and wisely. Chapter six presents ideas for activities when each student selects their own book to read, and the next chapter gives suggestions for when the entire class is reading the same book. The final chapter provides examples of activities that teachers can create to accompany the graded reader collection.

**Latorre, G. & Kaulen, M. A. (1985). From "hard-core" to "soft-core" ESP: A case study, The ESP Journal, 4(2), 101-109**

290--\*Most ESP instruction at the tertiary level has a narrow communicative focus. This study attempts to answer questions about what happens when ESP- trained academics broaden their goals and attempt reading for wider audiences. The participants read popular scientific readings (av. 516 words), answered comprehension questions and recorded the time required to complete the readings. Results showed that participant comprehension increased considerably; however, reading speed did not consistently increase, since some readers adjusted their speeds to improve comprehension. Conclusions are drawn about the implications of these results and suggestions are made for encouraging extensive reading and participant self-evaluation.

**Schon, I., Hopkins, K. D., & Vojir, C. (1985). The effects of special reading time in Spanish on the reading abilities and attitudes of Hispanic junior high school students. *Journal of Psycholinguistic Research*, 14, 57-65.**

29--The purpose of this study is to determine whether providing special reading time with a wide variety of reading materials in Spanish affects the reading abilities, reading attitudes and academic self-concepts of Hispanic junior high school students. Common reading measures in both English and Spanish, and related attitude tests, were given to 400 experimentally accessible Hispanic students. On most of the measures, the difference between the E (experimental) and C (control) groups was not statistically significant. On the 4 measures for which significance (alpha level = 0.10) was attained (and on the other tests not achieving statistical significance) there was a trend for the E group to perform better on the Spanish reading tests and the C group to do better on the English reading tests. Differences on the reading attitude and academic self-concept tests did not approach statistical significance. The pattern of results was consistent for both sexes, and for students who were, and who were not, taking a Spanish language course, and for students whose teachers taught in both the E and C situations. E teachers who were conscientious in implementing the treatment tended to have significantly greater gains in both English and Spanish reading achievement. Within the E group, gains in English and Spanish reading abilities were positively correlated.

**Bamford, J. (1984). Extensive reading by means of graded readers. *Reading in a Foreign Language*, 2, 218-260.**

23--This paper is an overview of graded readers. It first outlines the characteristics of the graded reader, and its contribution to foreign language teaching. Second, suggestions are made as to the use of graded readers so that their potential may be maximized. Third, the grading systems themselves are analyzed, as are the levels of published titles in terms of their readability. Next, the article presents a detailed bibliography of most available titles--from

beginner to intermediate levels--of interest to secondary level and adult learners. And finally, practical advice is given for setting up a library of graded readers.

**Elley, W. B. (1984). Exploring the reading difficulties of second-language learners in Fiji. In J. C. Alderson, & A. H. Urquhart (Eds.), Reading in a foreign language (pp. 281-297). London: Longman.**

25--\*This chapter begins with a description of how reading is taught in Fiji and of the Tate Oral English Program based on audio-lingual principles and used widely in the South Pacific. Next, data are presented indicating that the cloze procedure may be valid for assessing L1 and L2 reading. The author then explains why he supports two changes to the teaching of reading in Fiji: more books in schools and an instructional approach that encourages students to read much more. Elley presents data in which the variable that correlated most strongly with reading scores - after removing variance accounted for by home background - was the size of students' school library. Many primary schools were found to lack well-stocked libraries, or even not to have libraries, in part due to the absence of indigenous children's literature in written form. Second, he argues that the audio-lingual approach's delay in the introduction of reading generally and in the introduction of specific structures in reading until they have been taught orally is unfounded, especially in light of work, mostly in the 1970s, by students of reading such as Clay, Goodman, and Smith. Instead of books chosen for their controlled use of selected grammatical structures, he suggests a reading programme based on high interest stories in order to encourage reading by primary school students. The editors' postscript to the chapter includes a discussion of the relative place of oral and written forms of language in L2 education.

**Hudelson, S. (1984). Kan Yu Ret an Rayt en Ingles: Children become literate in English as a Second Language. TESOL Quarterly, 18, 221-238.**



224--Current research on second language reading and writing development in children has provided teachers and curriculum planners with multiple possibilities for innovations in classroom practice. In the case of oral language development in ESL, this research has made significant contributions both to classroom teaching and to the materials being published for classroom use. Classroom practices in literacy for ESL children, however, have not kept up with research. This article presents several general findings from recent research on second language reading and writing development in children. These findings suggest: that even children who speak virtually no English read English print in the environment; that ESL learners are able to read English with only limited control over the oral system of the language; that the experiential and cultural background of the ESL reader has a strong effect on reading comprehension; that child ESL learners, early in their development of English, can write English and can do so for various purposes. This article also presents classroom applications for each finding.

**Schon, I., Hopkins, K. D., & Vojir, C. (1984). The effects of Spanish reading emphasis on the English and Spanish reading abilities of Hispanic high school students. *Bilingual Review*, 11, 33-39.**

26--Two studies were conducted in which high-interest reading materials in Spanish with a wide range of readability were provided to Hispanic students in remedial reading classes at two Arizona (U.S.) high schools that have a substantial proportion of Hispanic students. Comparable Hispanic students in other remedial reading classes taught by the same teachers served as the control group. Spanish reading, English reading, and affective (reading attitude/academic self-concept) measures were employed as pretests and posttests. Analyses of covariance failed to detect any significant difference in the E (experimental) and C (control) means, although some method-by-teacher interactions were evident on both the Spanish reading and affective measures. Classroom observation and teacher interviews revealed that

U.S.-born Hispanics had little interest in and rarely made use of the Spanish materials, but recent Hispanic immigrants to the United States enjoyed the materials and used them extensively.

**Elley, W. B. & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly*, 19, 53-67.**

21--Five critical differences between first and second language learning were identified and discussed. It was hypothesized that the effect of these differences in formal education could be virtually eliminated by means of a reading program based on the use of an abundance of high-interest illustrated story books. A sample of 380 Class 4 and 5 pupils from eight rural Fijian schools with very few books was selected, and each class was provided with 250 high-interest story books in English. The 16 participating teachers were given directions in two different methods of encouraging the pupils to read the books. Pre- and posttests were given to all pupils and to matched control groups of 234 pupils who followed the normal structured English language program, which puts little emphasis on reading. Posttest results after eight months showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate, and confirmed the hypothesis that high-interest story reading has an important role to play in second language learning. After 20 months, the gains had increased further and spread to related language skills. Elley-Mangubhai-1983

**Hamp-Lyons, E. (1983). Developing courses to teach extensive reading skills to university-bound ESL learners. *System*, 11, 303-312.**

22--Most courses in English for academic purposes concentrate on teaching traditional reading comprehension skills at the intensive level, and do not offer help to the students with the area of reading which frequently causes the non-native student the greatest difficulty in his English-medium university courses: the sheer volume of reading required, which often

overwhelms the foreign university student. At Universiti Sains Malaysia there was a particular need for a course which would help students to develop extensive reading strategies and offer them sufficient opportunity to practice these in a controlled situation. The course which was developed used overhead transparencies keyed to a tape recording in the skill development stages, and proceeded to real university textbooks. At WESL Institute of Western Illinois University, the concept of a course in extensive reading skills was retained, as was the use of the overhead projector as a presentation technique, but the course which was developed was rather different, as a response to differing student needs and as a result of background research into psycholinguistic theories of the reading process, coupled with experience gained from the use of the first course.

**Burling, R. (1982). An introductory course in reading French. In R. W. Blair (Ed.), Innovative approaches to language teaching (pp. 77-94). Rowley, MA: Newbury House.**

18--\*This chapter describes a method for teaching reading to beginning level L2 learners of French. Learners begin with reading L1 translations of L2 texts written with L2 word order. Gradually, students are introduced to similar texts with an increasing quantity of L2 vocabulary. Examples are provided. Advantages and disadvantages of the method are discussed. The author explains the rationale for the method by attempting to debunk four assumptions about L2 acquisition: (1) the primacy of oral over written language; (2) the integral unity of a language; (3) inviolable boundaries separate different languages from one another; (4) language production goes hand in hand with comprehension.

**Mangubhai, F. & Elley, W. B. (1982). The role of reading in promoting ESL. Language Learning and Communication, 1(2), 151-160.**

452--\*The study reported here tested the hypothesis that extensive reading enables L2 children to progress more quickly than a conventional oral-first approach only. For one year,

children aged 9 to 11 in Fiji rural primary schools were divided into three groups: shared book, sustained silent reading, and control. Although results differed between language skills, classrooms and schools, in general both the shared book and silent reading classes outperformed the control classes in overall language growth. This result was for both boys and girls, and for both Fijian and Indian pupils. The impact of the "Book Flood" (i.e., both shared book and silent reading) was greatest in comprehension skills, whether reading or listening, and least in productive skills, supporting the general principle that in L2 learning, we learn what we practice.

**Novak, S. S. (1982). Reading laboratories: The conversion of the speed reading lab into an ESL reading lab. ERIC Reproduction Service No. ED238286**

19--\*It is proposed that the reading-machine laboratory provides a means for the classroom ESL instructor to continue using his present method in the classroom (intensive, theoretical-grammatical instruction) while providing additional extensive reading and learning practice with the machines in the reading laboratory. Two speed reading systems currently on the market are found to contain materials well suited to adult ESL instruction. Adjustments in speed expectations and careful selection from the large amount of material available in the programs are recommended. A reading program designed for college-bound ESL students and emphasizing comprehension skills is outlined. The facility requirements are given, and the controlled reader is the primary equipment recommended. Applications of the suggested instructional materials are described.

**Schon, I., Hopkins, K., & Davis, W. A. (1982). The effects of books in Spanish and free reading time on Hispanic students' reading abilities and attitudes. NABE Journal 7(1), 13-20.**

20--The Spanish and English reading abilities, reading attitudes and academic self-concepts of two comparable groups of elementary Hispanic students were investigated. The effects of

providing a great variety of books in Spanish and sixty minutes a week of free reading time were studied by analyzing the results of the Tests of Reading: Inter-American Series and by having students respond anonymously to reading attitude and academic self-concept inventories. There was a trend for significantly higher Spanish reading performance in the experimental group with no loss in their English proficiency. The reading attitudes of the experimental groups also improved significantly.

**Edinburgh Project on Extensive Reading (EPER) Graded Reader Database and Booklists (1981-present). Edinburgh: Institute for Applied Language Studies, University of Edinburgh.**

190--The EPER database, begun in the early 1980s and updated periodically, currently has entries for about 3500 English-language graded readers, both in and out of print. Each book is assigned to one of EPER's 8 readability levels, from beginning to advanced. The database thus consolidates the various series from various publishers into one overall system of levels. Database entries also include such information as recommended reader age (adult, secondary, primary), genre, regional setting, sex of the main protagonist, and a quality rating on a 5-point scale. At different times, it has been possible to order (directly from EPER) Booklists drawn from the database. The Booklists, copyrighted by EPER according the year made, have included Complete Lists (all books both in and out of print); Current/Standard Lists (all books in print, now about 1600 titles); Recommended Titles (those in print that score 4 or 5 on the quality scale, currently about 600 titles), and customized lists to customer specifications (e.g. books suitable for primary-aged readers). Further details of and information from the database can be found in Hill & Thomas, 1988, 1989, 1993, and Hill, 1997. A version of the Recommended Titles Booklist appears as an appendix to Day and Bamford, 1998.

**Elley, W. B., & Mangubhai, F. (1981). The impact of a book flood in Fiji primary schools.**

**Wellington: New Zealand Council for Educational Research.**

15--In many countries of the world, English is learned formally by pupils as a second or foreign language. Much of the instruction in schools is aimed at teaching one English structure at a time, in the belief that the learners will be able to put these discretely learnt structures together in real communicative situations. That learning for communication is slow and for the amount of time devoted to it relatively unproductive and often bereft of any enjoyment is not surprising. In the schools of the South Pacific, the situation is not different. In this report, the authors explore an alternative, more enjoyable approach to promoting the acquisition of English at the primary school level. The approach capitalizes on children's love for stories and the belief that effective learning takes place at the point of interest. Children in rural schools of Fiji were exposed to a variety of high-interest illustrated story books and encouraged to read and discuss them regularly. The report describes how the children's language progress was carefully monitored to investigate the effects of the new approach. The results were positive and sufficiently encouraging to give new hope to pupils and teachers of English in many contexts, and to provide sound empirical support for the contribution of reading to general growth. Elley-Mangubhai-1981

**Collins, C. (1980). Sustained silent reading periods: Effect on teachers' behaviors and students' achievements. Elementary School Journal, 81(2), 109-114.**

282--\*This study reports on a project to identify the effects of sustained silent reading period on the achievement of elementary-school students. The experiment, with 220 elementary school students in grades 2-6, was carried out daily for 15 weeks with the amount of time reading varying from grade to grade, ranging from 10 to 30 minutes per day. Intact classes at each level were randomly assigned to the experimental or control group.

The results showed that the experimental groups had progressed one-tenth of a book further, which was significant at the .0005 level. There was no significant difference between the

groups in the students' attitude towards reading. However, "teachers whose classes took part in a sustained silent reading program were able to record significantly more specific reading interests of their students on the free-response questionnaire than teachers who did not take part in a sustained reading program ( $P=.0001$ ). . . . Similarly, teachers in the experimental group recorded more specific verbal responses that students made concerning materials they had read than teachers in the control group did ( $P=.0001$ ). . . . Participation in a sustained silent reading program during the time that was previously used for instruction in spelling and English did not appear to lower students' achievement in spelling and English when scores of the subtests of the Iowa Tests of Basics skills were used as the measurement criteria."

**Brumfit, C. J. (1979). Readers for foreign learners of English (ETIC Information Guide 7).**

**London: The British Council.**

440--\*This, perhaps the first bibliography of English-language graded readers, lists the titles of 1160 books from different publishers. It is also perhaps the first attempt to create a common system of levels across publishers: each book in the list is given a word-level "in order to establish an approximate order which bears some relation to publishers' systems of grading" (p. 5). In addition, the list is divided into four phases, with books suitable for beginners, intermediate classes, advanced classes, and as a bridge to literature respectively. Books that have been successfully used as class readers are also noted. A short introduction (pp. 5-7) exhorts the use of readers in language education, citing the need for both appropriate books and "enthusiasm and commitment to reading by teachers" (p. 7). An appendix, "Grading: A Bibliography" contains 50 items.

**Broughton, G., Brumfit, C., Flavel, R., Hill, P., & Pincas, A. (1978). Teaching English as a foreign language. London: Routledge & Kegan Paul.**

8--\*This methods book argues for the important role that extensive reading can play in foreign

language programs from the elementary stages onwards. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language he may wish to learn without actually going to live in the country to which that language is native (pp. 92-93). These ideas were to achieve axiomatic status when stated as aphorisms by Christine Nuttall (1982). Broughton et al. explain how to use class readers and how to set up class libraries. For the latter, they come down in favor of easy graded readers in which fewer than one word in every hundred is unfamiliar.

**Burling, R. (1978). An introductory course in reading French. *Language Learning*, 28, 105-128.**

9--Students who wish to read French and who are willing to omit instruction in the spoken language have learned successfully by using texts that are mixtures of French and English. The texts begin with English words in French word order, and in subsequent passages a few French words are substituted for the English words. Later the proportion of French gradually rises. The method has the advantage that adult students can practice from the beginning with adult materials. They need never be subjected to the French equivalent of "Dick and Jane". The method also allows a relatively systematic introduction of grammatical material, another advantage for the adult student, and it allows a good many aspects of the language to be absorbed relatively unconsciously through extensive exposure to written materials. Its major disadvantage is the unaesthetic appearance of the mixed texts. The method violates a number of widely held assumptions about second language instruction but reasons exist for doubting all these assumptions.

**Collins (Publisher), (1978). A guide to Collins English Library. Glasgow: Collins.**

308--\*Collins English Library (later published by Nelson and by Longman) is a



6-level series of graded readers now out of print. This 48-page booklet has detailed and thoughtful notes on structural and vocabulary controls. "All grading schemes corrupt, and absolute grading schemes tend to corrupt absolutely. But just as a measure of power helps society to work, so a measure of grading helps language learning to work" (p. 9). The structure scheme was devised by Caroline Tutton et. al, and the word lists by Tom McArthur. There are lists of structures and words allowed at each level of the series (Level 1: 300 headwords; Level 6, 2500 headwords), plus a word formation guide that lists the prefixes and suffixes that may be used at each level.

**Honeyfield, J. (1977). Simplification. TESOL Quarterly, 11, 431-440.**

345--This paper examines traditional simplification techniques for the preparation of language teaching materials, especially graded readers. The two principal forms of simplification, linguistic and content simplification, are described. The paper argues that these processes produce material which differs significantly from normal English in the areas of information distribution (the way in which information is distributed in the text), syntax, and communicative structure (the way in which information is organized in a text for particular communicative purposes). It is argued that such material may lead students to develop reading strategies that are inappropriate for unsimplified English. The paper makes some suggestions for improving simplification methodology. It concludes, however, by suggesting that what is needed, at least for intermediate and advanced learners, is an alternative approach which will both encourage them to tackle

unsimplified material sooner and give them help in doing so. Practical suggestions are given for such an approach.

[See also Claridge 2005]

**Milne, J. (1977). Heinemann Guided Readers handbook. London: Heinemann.**

307--\*Heinemann Guided Readers is a 4-level series of graded readers, later expanded to 5 levels and in print as Macmillan Guided Readers. This 28-page booklet immediately sets the series apart from others: "The control of vocabulary and the grading of structure are not by themselves enough to produce a readable and interesting reader. Much more is needed, and what this 'much more' is will be explained in the following pages" (p. 2). There are no lists of allowable structures (because the list is too complex) and vocabulary (because no list was used). Instead it has detailed discussion of grading in its widest sense, including choice of titles, the importance of style, and Milne's original concept, "information control." There is also a practical section on using graded readers in and out of the classroom.

**Aston, P. and Christian, C. (Eds.). (1974). Guide to Rangers: Structural and lexical control book. London: Macmillan.**

306--\*Macmillan Ranger is an 8-level series of graded readers edited by Carol Christian, now out of print. This 32-page booklet has brief notes on the series philosophy, with ideas for using the books in class. It lists the structures and the vocabulary allowed at each level of the series (Range 1: 350 headwords; Range 8: 3200 headwords). "The Word List has been limited as far as possible to concrete terms, so that subtleties are expressed by

implication or in the illustrations. The interdependence of illustration and text, especially at the lower levels, is a major feature of the series" (p. 4). (Abstract based on 1982 edition)

**Eskey, D. E. (1973). A model program for teaching advanced reading to students of English as a foreign language. *Language Learning*, 23, 169-184. [Reprinted in R. Mackay, B. Barkman, & R. R. Jordan (Eds.), *Reading in a second language: Hypotheses, organization, and practice* (pp. 66-78), Rowley, MA: Newbury House, 1979]**

6--\*This article begins by stating that, owing to the view of language as speech, reading and writing are given a secondary role, even though they may be more important for many advanced L2 students. Furthermore, the differences between spoken and written forms of language mean that development of proficiency in the spoken form of a language will not be sufficient in promoting proficiency with the written form. The article goes on to review work by Goodman and others on the reading process, before suggesting a model reading program. This involves both intensive and extensive reading, "moving back and forth between close in-class analysis and the synthesis that reading in quantity provides". Three points are emphasized in the model program: materials that are neither too difficult nor too easy, although too easy is preferable to too difficult; content of the reading should match students' needs; and reading material must be available in large quantity. Reading labs, stocked with graded readers, provide one means of providing this quantity.

**Korlinska, A. (1973). The results of an enquiry into extensive reading of English simplified texts by the students of Lodz secondary grammar schools (February of the 1971 school year) [Original title: Wyniki ankiety dotyczacej czytania lektury uzupelniajacej w jezyku angielskim w ldzkich liceach ogolnoksztalcacych (luty 1971 rok)] *Jezyki obce w szkole*, 17(4), 244-251.**

324--The curriculum of English as a foreign language for students in secondary grammar

schools established in 1971 stipulated that several hundred pages of adapted texts should be read by the students during the four year course as a supplementary task. A questionnaire was circulated to investigate how that stipulation had been put into practice by the students who had been taught English according to the program. Open-end, multiple-choice, and other types of questions were used. A list of simplified texts, published in Poland since 1945, was included. The hypothesis was that an average of even good students had not been able to read the required adaptations because: (1) They were too difficult in general, and in no way correlated with the school handbooks; (2) They were not interesting for students; and (3) They were not easily available in book shops. All the last year of secondary grammar schools in Lodz were given questionnaires during their English lesson. They were asked to answer the questions anonymously and frankly. Simultaneously, their teachers were presented a separate kind of questionnaire on the same problem. Results of these questionnaires are presented, which support the study's hypothesis.

**Rivers, W. M. (1972). *Speaking in many tongues: Essays in foreign-language teaching.***

**Rowley, MA: Newbury House.**

5--\*In the chapter titled, "Teacher-student relations: coercion or cooperation", the author states much practice in L2 instruction demotivated many students. This occurred because of uniform approaches that left no room for student choice. Further demotivating was the fact that these approaches either focused on abstract learning of language forms and use of reading materials from other times, removed from the majority of students' interests, or instruction focused on repetitive exercises that left no room for thinking. She suggests that graded readers (p. 139) provide one means of giving students a degree of autonomy, which in turn promotes intrinsic motivation.

**McCracken, R. A. (1971). *Initiating sustained silent reading.* *Journal of Reading*, 14, 521-524,**

**582-583.**

283--\*This short piece outlines the history and general principles behind SSR. He outlines six "rigid rules":

Each student must read silently.

The teacher reads.

Each student selects a single book.

A timer is used.

There are absolutely no reports or records of any kind.

Begin with whole classes or larger groups of students heterogeneously grouped.

"Our experience suggests that most classes (90 percent or more) will sustain silent reading for twenty-five minutes or more within one week's time if there are daily sessions. Classes usually need a month of reading under the six rules before the teacher can instigate variations from the six rules."

"We have reports from hundreds of classrooms with all sorts of pupil populations. . . They report unanimously that SSR works and that it worked almost instantaneously once it was initiated."

**Kelly, L. G. (1969). Extensive reading. In 25 centuries of language teaching (pp. 150-152). Rowley, MA: Newbury House.**

448--\*This short section of the chapter "Reading" (pp. 128-152) summarizes the history of extensive reading from medieval times to the present. "Independent reading outside the classroom has always been strongly recommended" (p. 151). "[O]ne constant that can be found in discussions of extensive reading... [is] that it should be part of the introduction to the

foreign culture. Another theme is the idea that reading should be enjoyable.... The third point of emphasis is that reading is not translating" (p. 150). There is brief discussion of pioneers of extensive reading in this century, such as Peter Hagboldt and Otto Bond. Some early examples of simplified reading materials are mentioned, and the section ends with speculation about when reading--which meant reading out loud in the Middle Ages--became silent reading.

**King, J. K. (1969). A reading program for realists. *The German Quarterly*, 42(1), 65-80.**

378--\*This article surveys the different theories and methods of modern language teaching, and in particular the teaching of reading, since before World War I to the current competing traditionalist, audiolingual habit, and "cognitive code-learning" methods. After noting what research tells us about how to teach reading, a methodology is proposed, with the starting point that "[a]udiolingual practices have not altered the fact that in order to learn reading students must do a considerable amount of reading" (p. 69, emphasis in original).

Nelson Brooks' distinction between intensive reading (two to four pages done in class to teach vocabulary and grammar) and extensive reading (an entire short story or chapter assigned for outside reading for overall comprehension, not precise details) is introduced.

My proposals for a reading method are based in large part on Brook's [sic] extensive/intensive reading distinction, but my definition of these terms and my approach differ from his. I believe both types of reading should be done in the same text: The intensive reading should be limited to one paragraph which the student is told to master. . ." (p. 70).

This mastery helps the student achieve comprehension of the text as a whole.

An obstacle to this method is that students approach extensive reading as they do intensive,

so initial class practice is necessary. The teacher chooses the reading text and tells students their purpose for reading it. Key vocabulary is pre-taught. Students reread the extensive assignment two or three times. An example of the application of this intensive/extensive methodology is given for a university freshman German class assigned to read the short story *Das Brot*.

**Burling, R. (1968). Some outlandish proposals for the teaching of foreign languages.**

**Language Learning, 18, 61-75.**

2--Three propositions which bear upon second language learning are defined: (1) Some students need or desire only to be able to read and it is legitimate to design courses for such students which omit training in oral skills unless these help with reading. (2) Passive linguistic knowledge can develop far ahead of active ability, and this fact can be exploited when teaching reading by not demanding the simultaneous ability to write. (3) A number of examples suggest that grammar, lexicon, and phonology can be learned in greater independence of one another than is often assumed. It follows from these three propositions that it might be worth experimenting with courses which first teach the recognition of grammatical forms, then the recognition of lexicon, but which minimize both phonology and active production of sentences in the new language. Techniques by which this could be accomplished would have the added advantage of avoiding the childish level of materials with which even adult students must usually contend when beginning a foreign language.

**Longman (Publisher). (1968). Longman Structural Readers handbook. London: Longman.**

305--\*Longman Structural Readers is a 6-level series of graded readers now out of print. (A few titles survive in the Penguin Readers series.) While, earlier series of readers had been based on vocabulary controls, this was the first to add formal structural controls at each level, which

subsequently became standard practice. The 48-page booklet lists the structures and vocabulary allowed at each level, with brief explanatory notes, such as, "Common figurative use (eg of head or heart) may begin to appear at Stage 4" (p. 28). Recognizing the overlap between structure and vocabulary, words with structural implications are italicized in the vocabulary list. (Abstract based on 1976 Second Edition)

**Rivers, W. M. (1968). Teaching foreign-language skills. Chicago: University of Chicago Press.**

3--\*In the book's first two chapters, four L2 teaching methods are reviewed, with the author seeming to favor the audio-lingual method, including its emphasis, at least at early stages of L2 development, on oral forms of language: "[T]he best approach appears to be to present all foreign-language material at first in oral form, especially in the elementary sections of the course; ... then to train them with the script, which they may use as a help to clarification and memorization" (p. 48). She also discusses the Reading Method, which includes both intensive and extensive reading. Extensive reading was done with controlled texts, often related to L2 culture, with students choosing their own books and advancing at their own speed. Some of her criticisms of the method were that too often emphasis was placed on quantity of pages read instead of on understanding of what was read, and the use of graded readers led to unwarranted confidence in L2 proficiency. In the book's ninth chapter, "The Reading Skill", extensive reading is first mentioned in the fourth of six stages of reading training. Suggestions made include: the difficulty level of extensive reading texts should be lower than that of texts for intensive reading, "Each student should be encouraged to read at the level at which he can do so with ease and with uninhibited enjoyment" (p. 231); guessing from context and use of monolingual L2 dictionaries should be encouraged rather than concern for exact meaning; to promote reading in quantity, materials should match students' L1 reading interests; teachers might wish to read aloud to the class the first part of a book in order to encourage them to read



the rest of the book for extensive reading; extensive reading can be done in pairs; and post-reading work should be quick and focus on comprehension, not memorization of minor details.

**Rivers, W. M. (1964). *The psychologist and the foreign-language teacher*. Chicago: University of Chicago Press.**

1--\*This book sets out to explain the audio-lingual approach to the foreign language teacher, in particular the approach's connection with behaviorist psychology. Other perspectives are brought in as well. Although the audio-lingual approach would seem to have little in common with extensive reading, in fact it is advocated, at least for students past the beginning proficiency level: [W]ide reading can do a great deal to extend the student's knowledge of structure, increase his [sic] vocabulary (particularly his passive or recognition vocabulary), and throw much light on "meaning" in the cultural and psychological sense of the word. Such an increase in language knowledge may occur without direct intention on the part of the reader, as a form of "latent" or "incidental" learning (p. 147). The author urges teachers to help students select materials that will contribute to their understanding of the culture of speakers of the L2, while avoiding materials that might maintain or create unfair stereotypes.

**West, M. (1964). *Criteria in the selection of simplified reading books*. *English Language Teaching Journal*, 18(4), 146-153.**

279--\*This article begins with historical information on simplified readers. The author states that the first one was a simplified version of Robinson Crusoe, published in 1926. Four stages of simplified (the author prefers the term "adapted") readers are described. Stage one is introduction to reading for pleasure, with a vocabulary of 450-700 head words. The goal is to convince learners that they can read for pleasure in the L2. Stage two, with a vocabulary of 1000-1800 headwords, greatly broadens the range of books available. Here the goal is

enjoyment. Stage three is labeled as foretaste. With a vocabulary of 1800-2300 headwords, these books convey some of the flavor of the original. Finally, at stage four, lead-in to unadapted books, the books retain the original language but have explanatory passages of 2000-2500 headwords and may be shortened.

**Bond, O. F. (1953). *The reading method: An experiment in college French*. Chicago: University of Chicago Press.**

438--\*An experiment in the teaching of a foreign language began in the autumn of 1920 in the Laboratory Schools of the University of Chicago. In 1950 it was still going on in the College. For thirty years the teaching of elementary French has been under continuous scrutiny, measurement, and revision. Although in certain areas there remain unsolved, perhaps unsolvable, questions, some basic principles, an outline, an established chronological order of trainings, effective materials and techniques, and a tested philosophy have come out of this long stage of trial and error and constitute what may be called a method. This book is the history and the testimonial of that method. [Bond's summary of related work by West and Coleman begins on p. 118.]

**Tharp, J. B. (1945). *Unit lesson in extensive reading*. *The Modern Language Journal*, 29(5), 358-375**

542--\*Tharp distinguishes between intensive and extensive reading. The former, according to him, is a growth activity: vocabulary is being acquired in context and fixed by repetition; semantics is extending the raw word count; syntax and accidence as they affect meaning are being mastered; the "reading adaptation" is being established. Intensive reading is the climb to the hump; extensive reading is the breathing spell on the plateau. Through class-managed extensive reading the gear is inspected, the muscles flexed, in preparation for the down-hill coast to self-sustaining reading for profit and literary appreciation. Tharp argues that extensive

reading may and should be done in class as well as outside school hours or in the library, before presenting a series of specimen lesson units as a way to illustrate how extensive reading lessons may be conducted for the learning of French and Spanish.

**Anthony, A.E. (1943). Intensive and extensive reading in the secondary school language course. *The French Review*, 16(6), 497-500.**

371--\*This article asserts that the majority of foreign language teachers favor either intensive or extensive reading, and that either position alone is dangerous and injurious. In contemporary language courses of two or three years, extensive reading skill will not develop by itself, but must be cultivated. A procedure is described: The teacher displays attractive and very simple French books, magazines and newspapers in a corner of the classroom, and encourages pupils to try them by introducing certain items ("This is a good 'roman policier'") and giving higher grades for voluntary reading. "If John is to be led to read extensively, he must enjoy the reading" (p. 499). "The teacher must forget all noble aspirations for developing a 'taste' for good literature in her pupils. Her job is to set the scene, to surround them with reading material which will attract their attention and be sufficiently simple to arouse their curiosity, so that, as a result, they read, whether the material be detective story or comic strip, and having read, wish to continue to read" (p. 500, emphasis in original).

**Moore, A. Z. (1943). Extensive reading versus intensive reading in the study of modern foreign languages. *The Modern Language Journal*, 27(1), 3-12.**

284--A partial review of the literature in the field of extensive and intensive reading in modern

foreign languages, together with an experiment designed to measure reading skill and vocabulary growth.

[\*The article begins by summarizing the Coleman Report (1929), which advocates "the power to read" as the most realistic goal for modern language instruction, and extensive reading as the method to achieve it. After describing the circumstances that led to its publication and the "storm of criticism" that greeted it, the author reviews articles and research from the 1920s and 1930s, some of which makes a case for extensive reading, and some of which favors "intensive reading of texts, accompanied by grammar training and oral work... [as] more conducive of good results in learning to read" (p. 6). Because of these conflicting results and opinions "the time has not yet come when modern language teachers may say with confidence that one method of teaching reading is better than the other" (p. 7).

In an attempt to answer the question of method, a study was conducted with a class of high school students beginning their second year of Spanish, divided into two treatment groups. Major problem: Is extensive reading a more effective method for acquiring reading skill than intensive reading?

Minor problem: Is extensive reading more conducive to vocabulary growth than intensive reading? (p. 8)

The intensive reading group outperformed the extensive reading group. A limitation of the study was that "the time allotment was far too short.... Extensive reading must be carried on for a considerable length of time before the results become apparent" (p. 10).]

**Pargment, M. S. (1943). What constitutes a reading knowledge of a foreign language, and how it can be acquired. *The French Review*, 17(2), 74-82.**

454--\*This article examines what is meant by a reading knowledge and how it can be acquired.

A reading knowledge "means the ability to get the meaning of a text... accurately and precisely, without the conscious registering of every word, without conscious attention to grammatical phenomena, without the interposition of English, and without the constant thumbing of a dictionary" (p. 75). This can be achieved if basic courses emphasize reading, if reading is pleasurable, and if there is no distraction from the reading goal. Reading material must be graded, very gradually increasing in difficulty so that students appreciate and enjoy reading, and desire to continue. The article defines intensive and extensive reading, and explains their roles in reading instruction. It concludes with discussion of pronunciation, translation, grammar, and grasping meaning from groups of words rather than one word at a time.

**Moore, A. Z. (1942). An experiment designed to measure the comparative achievement in vocabulary and reading ability of second year classes in French and Spanish. The Modern Language Journal, 26(5), 358-360.**

383--

Evidence is presented to show that students of French using an extensive reading approach made greater progress in the acquisition of reading skill and vocabulary content than students of Spanish using an intensive reading approach.

[\*Standardized tests were given to [second year high school French and Spanish classes. The emphasis in the study of both languages "rests primarily on the development of skill in reading, but the teaching technique used in reaching this common end varies greatly.... Students of French begin to read earlier and read more widely than do the students of Spanish" (p. 358), and "a greater amount of stress is placed upon the acquisition of grammatical principles in Spanish than in French" (p. 360).]

**Maronpot, R. P. (1940). Our experience with the reading approach. The Modern Language**

**Journal, 24(7), 494-497.**

380--The effectiveness of the reading approach depends, in the main, upon these factors: (1) teachers who are genuinely "sold" on the Dewey philosophy of "living the learning act," that is, the method of learning to read by reading, (2) the effective use of the proper teaching materials, and (3) the employment of new-type testing techniques.

["Though the teachers of modern foreign languages have ostensibly accepted reading as the primary objective of the modern language course, there still exists a difference of opinion as to the best approach to be employed" (p. 494). A "conservative" group "believe that the intensive treatment of a limited amount of reading is the best introduction to reading" (ibid.), while a "progressive" group "feel that reading is to be taught as far as possible by reading, and that this reading should be both intensive and extensive, and should be greatly increased in quantity" (ibid.).

The author describes five years experience of modern language courses at a U.S. high school adopting the second position. The Spanish syllabus is described in detail. The two-year course uses 500 pages of interesting, mostly scientifically-graded reading material in class, supplemented by optional outside reading of slightly easier texts. Half the grammar of a traditional course is taught, restricted to that which correlates with the points of syntax encountered in the reading. There are systematic vocabulary-building exercises in conjunction with the reading. Regular objective tests are given: "Constant testing is the price of success" (p. 496). The progressive curriculum produces "highly satisfactory" (p. 497) results on a par with national norms.]

**Wilson, W. E. (1937). Choice in extensive reading in Spanish. The Modern Language Journal, 21(5), 344-345.**

385--\*This is a survey on the fifteen most popular Spanish writers of the nineteenth and twentieth centuries reported by 260 students over a period of seven years, from 1929 to 1936. This list of popular reading material is based on choices made by students registered in two courses in literature. Students admitted to the two courses were those who had had at least two years' work in Spanish. They were required to read extensively, the minimum amount acceptable being forty pages for each class period or a total of 880 pages for a two-credit course each quarter. At the beginning of each quarter a list of the works of the authors to be read was given to the students; special attention was called to the most important works, but the students were allowed to read and report on any work included in the list. The overall findings suggested greater popularity in prose fiction.

**Trotter, R. C. (1936). The relation of extensive reading and civilization test scores in second-year French. *The Modern Language Journal*, 21, 162-164.**

401--Civilization tests administered to intermediate college French classes show that students retain little cultural information from extensive reading, and that high school transfer students are poorly prepared in this respect. Intensive reading of cultural material in intermediate college classes is recommended to correct this deficiency, [with the cultural objective suggested to be stressed in class by means of textbooks and class discussion about customs and institutions of the country whose language is being studied.]\*\*

**Bagster-Collins, E.W. (1933). Observations on reading. *The German Quarterly*, 6(4), 153-162.**

370--\*This talk makes a case that teachers need better textbooks and reading materials if the present goal of language teaching--direct reading--is to be achieved. The problem is poor gradation. At present, the

overlap of vocabulary between textbooks, Readers and texts may be as low as 10 percent. Moreover, grading to elementary, intermediate and advanced levels (Committee of Twelve) is too broad. Reading material must be developed in a much narrower vocabulary range than is now the case, and carefully graded with several plateaus up to, for a two-year course, a maximum of 2000 high frequency items. "We need a number of texts all on the same level, all employing largely the same basic vocabulary. Instead of saying, 'this is an elementary text,' a publisher could state, 'such and such a text keeps within the first thousand word-range'" (p. 156). If a pupil reads five texts, 200 pages in all, that never rise above, say, the 1000 word-level, we can expect his rate of reading at that level to increase, and we can expect that he will be ready to cope successfully with the next higher level. Fiction rather than fact, and stories especially written rather than simplifications are to be preferred, although not exclusively. The difference between this and plans by West, Ogden and Palmer is that there should be "a concerted effort on the part of many authors and editors whose texts are handled by different publishers to have their output conform to the above-mentioned principles" (p. 158).

**Hagboldt, P. (1933). Reading for comprehension and its testing. The German Quarterly, 6(2), 68-76.**

376--This article has four parts. In Part I (called "General principles in college courses where reading ability is the main objective"), the first four principles relate to the teaching of grammar. The next describes extensive reading: students are told that their reading



ability will, in the end, depend largely upon their outside reading--not the skimming over a large number of pages, but the correct interpretation of what is read.

Part II (The grading of reading material) explains that extensive reading material should be considerably easier than the class texts, but "[w]e know altogether too little about the books we advise our students to read" (p. 69). As there is no scientific analysis of syntax, words and idioms used in the books, nothing can be done except to grade reading material roughly as elementary, intermediate and advanced. In this way, 20 books have been ranked in order from most easy to most difficult. When read in this sequence, they offer no serious difficulty to college students.

Part III (Types of reading tests) describes various question types, with their advantages and disadvantages. Part IV (Correlation between the various sections of the American Council Test) is an empirical study of correlation between the scores on the grammar, reading and vocabulary subsections of standard examinations. Strong correlations were found between grammar and reading, vocabulary and grammar, and especially vocabulary and reading.

**Mac Coon, A. (1931). Grammar and extensive reading. *The Modern Language Journal*, 16(1), 14-21.**

379--\*This article casts doubt on those advocates of the modern reading syllabus who downplay the teaching of grammar because it uses time that can be better spent reading. In

the author's view, "there seems to be no such thing as too much grammar. . . . disastrous slowness and serious misunderstanding of meaning invariably resulting from incomplete grammatical knowledge" (p. 15). A three-year syllabus for foreign languages in secondary schools is presented. Basic grammar is taught in the first year together with a carefully selected, basic, active vocabulary. This is continued in term one of the second year, at which time students who become "restive upon this diet" (p. 18) are given outside reading assignments for extra credit. In year two, term two, there is intensive "creative reading" with highly idiomatic French texts of real literary value. Independent outside reading is continued--at least one complete and suitable book of average length. If students discontinue study at this point, they are able to go on reading French with some degree of ease the rest of their lives. In the third year, class time is devoted to larger units of reading and its discussion, with the goal of greater speed and accuracy in reading.

"My thesis [is] that grammar, lots of grammar, conscientiously . . . drummed into foreign-language students in our secondary schools, need not [at] all interfere with the quite adequate covering of a wide range of valuable reading, but actually makes for a prompter and more thorough comprehension" (p. 21).

The syllabus is designed for the able student, but "can be done without in any way penalizing the less apt, or those who, dropping by the wayside, must look to their brief secondary school experience for whatever cultural values may survive in their lives" (p. 21).

**Coleman, A. (1930). A new approach to practice in reading a modern language. *The Modern Language Journal*, 15(2), 101-118.**

373--The length of the period of study by the majority of pupils is a major

consideration in fixing the objectives of modern language courses. The ability to read is generally recognized as the first goal.

Investigations in teaching children to read the mother tongue provide material of value to modern language teachers and suggest a technique for the development of skill in reading a foreign language silently.

[\*Reading ability is the only means by which the average pupil who studies a modern language for two years can achieve a degree of independence in that language. Pupils must therefore be quickly weaned from the hallmarks of the Committee of Twelve's Reading Method (1901): translation and the detailed reading of a small number of pages, which are then analyzed in class. It is not that these methods--or the Direct Method's speech-first principle--are wrong. It is just that, for all but the top one-third of the pupils in a class, two years is not enough time for them to bear fruit.

The teaching of fluent reading must be based on an understanding of the reading process, and of the principles of teaching reading in the first language, the first three of which are:

1. Children learn to read by reading and they learn better if the reading practice is as nearly as possible like the reading they may be expected to do after they have learned to read fluently.
2. The best results are obtained from material adapted to the age, the interests, the abilities of pupils.
3. Extensive reading is an important factor in increasing the speed of reading. (p. 112)

The pedagogical principle is that "teaching directly for the results one wishes to achieve increases the probability of achieving the desired results" (p. 113). Michael West's research and methodology show the way to develop fluent reading in a foreign language. Pupils begin by rapidly developing a recognition vocabulary of 150-250 words, which allows them to start reading supplementary texts. Hundreds of pages are read, in which new vocabulary is systematically introduced at the rate of one new item per 30 to 40 running words. After two years pupils can understand narrative texts with a vocabulary range of 4000 to 5000 words.

The first value to be gained by studying foreign languages is the power to use the language for the purpose for which languages exist, namely, as a means of communication. By establishing one-way communication through reading, teachers can get "for their pupils a larger net return in terms of language power for their investment of time and effort" (p. 118).]

**Morgan, B. Q. (1930). The Coleman Report and the 'reading method.' The Modern Language Journal, 14(8), 618-623.**

384--\*This article criticizes the Coleman Report's exclusive recommendation that reading be learned through reading. First, in contrast to the controlled vocabulary in the special textbooks developed by Michael West, there is the problem of the large number of new vocabulary items in the textbooks advocated by Coleman. This leads to the second point: if a large number of new words are met while reading, what kind of comprehension will result? In some schools

which follow the reading method, there are "pupils passing their eyes over endless pages with only the vaguest idea of their contents" (p. 620). Third, there is the mistake of equating modern languages. "Had Mr. Coleman been a teacher of German instead of French, I am confident that his attitude toward the 'reading method' would have been more qualified" (p. 621).

Beginning readers of French can recognize a large amount of French vocabulary because of Latin roots shared by English, but the same is not true for beginning readers of German.

The article concludes by asking why Coleman, before advocating the 'reading method,' did not investigate other proven methods of improving reading ability, for example, the successful college programs that begin with intensive methods leading to an almost effortless development of reading ability. Oral work, and evidence that the best readers are also good speakers, is also ignored. By not realizing that "reading ability grows out of language mastery. . . based on endless repetition of selected material. . . . pedagogy has been carried backward rather than forward" (p. 623).

**Hagboldt, P. (1929). Achievement after three quarters of college German as measured by the American Council Alpha Test, Form B. The German Quarterly, 2(2), 33-43.**

375--\*This article is a supplement to an account of similar content published in the GERMAN QUARTERLY of November, 1928, in which two groups of students were discussed in reference to their progress during the first two quarters. The purpose of this article is to follow up these two groups through their third quarter, to state in terms of the American Council Alpha German Test how far they progressed, and by what means their progress was effected.

[\*The content of the third quarter course is described in detail:

[O]ne of its most important aspects was to encourage the student to develop his reading ability through systematic outside extensive reading. The number of pages read came to an average

of about 1,080 pages per student, or 480 pages more than required. This surplus is by no means extraordinary; it is nothing more than the students' natural reaction to adequate encouragement" (p. 35)

A sample reading list and three examples of student book reports are given.

The test scores at the end of the quarter broadly correlate with the number of pages read during the quarter, and where they do not, an explanation can sometimes be found in the book reports, as when one student's reports show that "he has read very flightily and superficially, covering pages instead of getting through content" (p. 40).

Comparison of the norms of the two groups with those given by the American Council for the Alpha German test indicate that the two groups achieved in two quarters approximately as much as--and in three quarters considerably more than--is usually accomplished in four college semesters or six semesters in high school. "[I]t is almost unbelievable that a high school student should profit as little from three years of German as a student at the University of Chicago profits from two quarters" (p. 41). It suggests that the result of high school as well as college teaching can be raised considerably. Reading ability should be the first aim, and this aim would make reading the main practice in most courses.]

**Bond, O.F. (1926). Reading for language power. *The Modern Language Journal*, 10(7), 411-426.**

372--\*This article describes and analyses the extensive reading component of a French course in a Junior College. Informal, voluntary, outside reading was added to the formal, assigned reading for classroom analysis. Students read hundreds of pages each quarter. In the first quarter, extensive reading has no assigned place in the time schedule

and is not subject to conferences or tests or grading of any type. In the second quarter, there is one extensive reading conference a week, and students complete a reading slip for each book read (including title and author; what is liked and disliked about the material; a summary limited to 100 words; a significant quotation in French.)

Students are shown how to read "for the fun of it," and the effect of reading on student's class work is explained. Directions for extensive reading include:

3. Look up only the words absolutely necessary for an understanding of the gist of the story.
4. Select only material that interests you; what seems uninteresting is probably too difficult.
5. Proceed from easy texts to difficult ones, being certain that the line representing the increase of difficulty is very long, ascending gradually. (p. 415)

Reading lists are posted, and classroom talks in French stimulate a general interest in reading. "At the end of the quarter, the student is reading ordinary French prose with fair understanding and is immensely pleased with himself!" (p. 414). "With the generation of interest and self-confidence, there comes an acceleration of the whole learning process" (p. 416). "There is produced an initial impulse toward the acquisition of a 'feeling' for the language, that no amount of formal instruction could produce in so short a time and at such an early stage" (p. 417).

Extensive reading is a means to an end and not an end in itself....

[It] means little, unless the ability to read any French whatsoever is increased thereby. The acquired ability is measured by achievement tests; it cannot be measured by pages read. The question is not what Mary White has read, but what Mary White can read, does read and wants to read! And she must want to read; she must be induced to want to read. Ability without desire is worse than desire without ability. (p. 419)

Results of extensive reading include a trebling of reading rate, a strong correlation between amount of reading and comprehension, and between reading and general achievement. Overall, there is a rising percentage of honor grades, and a decreasing percentage of failures. In sum, "LIRE [to read] is a synonym for POUVOIR [to be able]" (p. 426).

**Handschin, C. H. (1919). Individual differences and supervised study. *The Modern Language Journal*, 3(4), 158-173.**

377--\*This article has two parts. The first, "Adapting Work to Individual Differences," suggests that simultaneous class instruction produces both students who cannot keep up, and students able to go faster. These individual differences can be catered for by dividing the class into two ability groups, each with a student leader, and giving clear assignments to each. The faster group that finishes its assignment first may then profitably do an extra assignment, while the slower group is able to study its assignment more thoroughly without the pressure of keeping up with the "better" pupils.



There is a report of an experiment in second and third year university German classes. After the first few weeks, classes were divided into two groups. (Three groups were also tried but proved too many for a teacher to supervise.) The additional assignment of extensive reading is defined in the following way. There is "five or ten or fifteen pages of reading in an additional text. This is extensive reading, which [students] are instructed to read over twice at least, in order to learn the vocabulary and to be able to retell it in the foreign language" (p. 161). The experiment was a success. "The fast section of third year German read 300 pages extra, and moreover there was distinctly a higher order of work in that section than in the other" (p. 162). "The special assignment plan.... should become universal.... Extra reading assignments, especially, are easy to administer" (p. 163).

**Peterson, J. 2019. The Effects of Extensive Reading on Reading Rate Among Intermediate-Level Learners of Japanese as a Foreign Language** **â€œPurdue University** **â€œProQuest Dissertations & Theses, â€œ2019.â€œ**  
**â€œ** <https://www.proquest.com/openview/ea798c8d9eb4c03422ec8291e69df401/1?pq-origsite=scholar&cbl=18750&diss=y>

1010--Research into the effects of extensive reading (ER) in second language acquisition has surged over the past few decades. Many studies report several benefits that come from engaging in ER, including reading rate gains. 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 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 were able to maintain as their reading rates increased as well as the feasibility of a 12,000 character (7,200 standard word) per week

reading goal. Finally, this study also surveyed learner perceptions of ER. Using a quantitative single-case experiment design, eight intermediate-level learners of Japanese were monitored engaging in ER following strict adherence to ER principles over two and a half to four months. Longitudinal reading rate data as well as reading comprehension, ER, and survey data were collected over the course of the study. Results showed that participants' reading rates increased significantly following the ER treatment. Furthermore, participants' comprehension abilities were not hampered by an increase in their reading rates. Results also indicate that a weekly reading goal of 12,000 characters is likely feasible for intermediate-level learners. Finally, it was found that participants had overwhelmingly positive attitudes towards ER. This study provides evidence that ER has the potential to provide a highly enjoyable activity while substantially increasing learner reading rates without hindering comprehension.

**Hagboldt, P. (1925). Experimenting with first year college German. *The Modern Language Journal*, 9(5), 293-305.**

374--\*This article describes the first year German course in the Junior College of the University of Chicago. While extensive reading was done alongside intensive reading and the other usual features of the modern language course, "[t]he essential departure from the methods employed in most college courses was in shifting the emphasis of the course completely away from grammar, and emphatically over to reading" (p. 301).

In accordance with the precepts "the individual is the unit of instruction" and "we learn by doing," and in pursuit of oral and reading proficiency, first year students begin reading very easy texts extensively from the first. If in the first four to six weeks, the content of the reading material is very familiar, it links the unknown (the new language) to the known (the content). If the reading material is interesting and not difficult, a reading habit is established, and the usual "fatigue and discouragement so often connected with modern language courses" (p. 297) is

avoided. Students are also required to collect and arrange vocabulary, "the indispensable basis for reading (p. 298)," in a note book.

"A student whose objective is an adequate reading adjustment cannot possibly find a better exercise than carefully graded and properly directed reading.... carried on outside of the class room" (p. 294).

As we learn how to swim by swimming and to ride by riding, so we must learn to read German by reading German, by reading every day without a single exception, by reading conscientiously and systematically. Every page we read means a definite amount of progress, every book well read makes the foreign language appear simpler and easier. The earlier we begin to read, the more rapid will be our progress. The more we have read at the end of a course, the better is our equipment for further successful study. (p. 295)

"The effect of extensive reading cannot be replaced by any known means in modern language instruction" (p. 295).

Extensive reading causes to pass through our consciousness an endless chain of words, clauses, idioms and sentences, and at the same time an endless wave of sounds and rhythms. In studying a foreign language we vocalize innerly, pronounce mentally.... Through this continual inner speaking we win something which intensive reading and the careful study of grammar can produce but very slowly. (p. 295)

"In a certain sense extensive reading offers, indeed, an actual substitute for all those activities of every day life by which as children we learn our mother tongue" (p. 296).

The results of reading at least 100 pages (first quarter), 300 pages (second quarter) and 350 pages (third quarter) include the "development of a feeling for the foreign language, greater

ease in overcoming grammatical difficulties, and a more natural building up of an adequate vocabulary" (p. 296). In general, the students who read the most did the best and were promoted to higher classes faster. Extensive reading not only proved itself invaluable to the student's language study, but also fulfilled "our most ardent wish, that he enjoy it" (p. 305).

**Peterson, J. 2022. Japanese Extensive Reading: Reading Goals and Learner Perceptions.**

**The Reading Matrix (22)1 114-135 <https://mail.readingmatrix.com/files/27-sld3j1b6.pdf>**

1011--Extensive reading (ER) research has suggested that completing the equivalent of 7,200 standard words of extensive reading per week facilitates substantial reading rate gains.

Research has also suggested that 100 minutes per week is sufficient to complete this goal for most English language learners (Beglar & Hunt, 2014). However, experimental and quantitative studies have yet to fully investigate the feasibility of such large amounts of ER in a limited amount of time for learners of languages other than English. The goal of this study was to investigate the feasibility of a 7,200- standard-word (12,000-character) per week reading goal for intermediate-level learners of Japanese as a foreign language (JFL). Another aim was to ascertain learner perceptions of ER that followed strict adherence to ER principles. Using a quantitative single-subject study and observation design, I monitored eight intermediate-level learners of Japanese engaging in ER for over two and a half to four months. Results indicated that given 100 minutes per week, a reading goal of 12,000 characters (7,200 standard words) is likely feasible for most intermediate JFL learners and that participants had overwhelmingly positive attitudes toward ER.

**Song, M. 2020. The Impacts of Extensive Reading combined with Mediating Effects of Working Memory and Motivation on Second Language Vocabulary Acquisition and Reading Comprehension. PhD thesis, University of Auckland. <https://researchspace.auckland.ac.nz/bitstream/handle/2292/51751/whole.pdf?se>**

1008--This study aimed to explore how participating in an extensive reading programme contributed to young Korean EFL learners' incidental vocabulary acquisition and reading comprehension development, with L2 motivation and working memory as mediating variables. Twenty-nine primary school students (the ER group) participated in an eight-week programme during their school vacation which involved reading two low-level graded readers a week. The three instruments administered before and after the programme were: a vocabulary knowledge test with 150 words selected from the graded readers; a general reading comprehension test for young learners; and a questionnaire on four different motivational orientations (Ideal L2 Self, Ought-to L2 Self, intrinsic reading and extrinsic reading). Reading span and nonword span tests were also used to measure the participants' working memory. On the immediate post-test, the ER group's vocabulary knowledge level exceeded that of the control group, and they retained even more words on the delayed post-test. On the reading post-test, there were no significant changes in the scores for either group. From these findings, it can be said that the ER programme substantially contributed to the EFL learners' vocabulary learning, while it had little effect on their reading comprehension. A comparison between the language test results and the ER participants' L2 motivations showed that their Ideal L2 Self and intrinsic motivation had a moderate correlation with the post-reading test scores, suggesting that a positive view of their future-self and their desire to learn English contributed to an improvement in reading comprehension. No correlations were found between their motivation and vocabulary acquisition. On the other hand, the participants' nonword and reading span results showed moderate to high correlations with both the pre- and post-vocabulary tests while their correlations with the reading tests produced mixed results.

978--Reading While Listening (RWL) has been attracting attention for more than a few decades from a pedagogical, educational, psychological, psycholinguistic and linguistic viewpoints. Recently it has been gaining ground while the mechanism involved, when and how it influences language use or what outcome it brings about, are not clear yet. By extensively reviewing the past research results, this paper attempts to characterize the significance of RWL at a certain stage of language development and how it supports language

learning. The study looked into the perceptions of EFL instructors working at schools of foreign languages at various universities throughout Turkey in order to better understand the effects of Online Extensive Reading (OER) on language learning and the difficulties regarding its

Ucaşelik, M., & Ażahan, A. Online extensive reading: A friend or foe. *International Journal of Educational Spectrum*, 5(2), 100-113. <https://doi.org/10.47806/ijesacademic.1285121>

955--The study looked into the perceptions of EFL instructors working at schools of foreign languages at various universities throughout Turkey in order to better understand the effects of Online Extensive Reading (OER) on language learning and the difficulties regarding its

implementation. A mixed-type descriptive study design was used to achieve the aim of the study, and the data were collected through semi-structured interviews and an online questionnaire. The questionnaire was completed by 181 EFL instructors, and 10 of them took part in the interviews. The quantitative data analysis was performed via SPSS.23 and frequencies and percentages were calculated. The qualitative data analysis which resulted in the formation of various themes and codes was carried out via MAXQDA. The results revealed that while the instructors held favourable perceptions towards the effects of OER on language learning including its benefits on reading, writing, and vocabulary, they were worried about certain difficulties including hectic schedules, student motivation, school curriculums, exams, and their technical expertise. Overall, it was concluded that despite the instructors' favourable perceptions of OER, it is not a practice that is frequently used in higher education in Turkey due to the instructors' lack of knowledge of OER and the difficulties they mentioned.