

Extensive Reading World Congress 7

Hokusei Gakuen University, Hokkaido

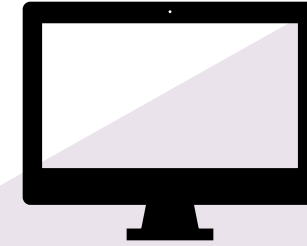
5th to 9th September 2025

Ideas to Access Materials: A Summary of Solutions to ER's Biggest Problem

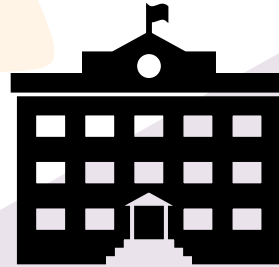
Francisca Maria Ivone
francisca.maria.fs@um.ac.id



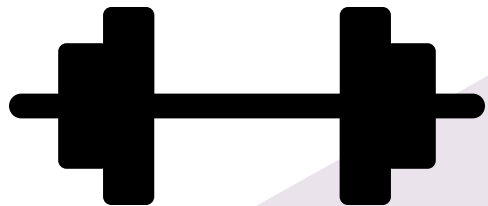
What have I been doing to address issues in ER implementation in my context?



Webinars



School visits



Teacher Training

- ☒ Teacher training/awareness
- ☐ Institutional policies
- ☐ Incorporating ER in school curriculum
- ☐ Local/context research evidence
- ☐ Access to graded/levelled materials



- ☐ Teacher training/awareness
- ☐ Institutional policies
- ☐ Incorporating ER in school curriculum
- ☐ Local/context research evidence
- ☐ Access to graded/levelled materials

- Collaborative research to be presented and/or published
- Classroom action research or case studies to be presented and/or published
- Supervision of undergraduate and postgraduate research projects on ER and Extensive Listening/Extensive Viewing



GRAIN

- ✓ AI-aided graded reader writing
- Graded Reader Writing Workshop
- Grant applications
- Research involving students and teachers

- Teacher training/awareness
- Institutional policies
- Incorporating ER in school curriculum
- ✓ Local/context research evidence
- Access to graded/levelled materials



Useful takeaways for me and the audience to address the issues

- Teacher training and raising awareness about the importance of reading in language learning remain crucial.
- ER is a flexible approach worth exploring and experimenting with. Each model has its own merits and limitations, and there really is no one-size-fits-all.
- ER can be implemented across languages and in classrooms with diverse abilities.
- AI offers new opportunities to support the development of graded readers.
- AI has the potential to help learners engage more meaningfully with ER activities.

Useful takeaways for me

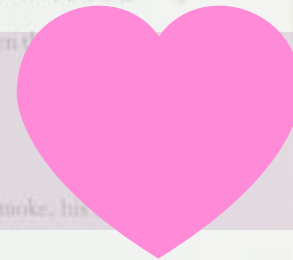
- The conference presentations confirmed for me that ER is not only flexible but also firmly grounded in theory and supported by empirical evidence, which makes me even more confident in its value for diverse learners.
- Recalibrating my understanding of ER at this conference brought me closer to what my students experience when learning a language, and it keeps me both grounded and curious.

Extensive Reading World Congress 7

Hokusei Gakuen University, Hokkaido

5th to 9th September 2025

THANK YOU SO MUCH



Francisca Maria Ivone
francisca.maria.fs@um.ac.id

