# Extensive Reading World Congress 7 Hokusei Gakuen University, Hokkaido 5th to 9th September 2025

JARBINE LIBARRA

Her accent is harder than they expected

#### **Ideas to Access Materials:**

### A Summary of Solutions to ER's Biggest Problem

Is the frightening? Is she pretty? The guys blink their syn a me body is rippling and morphing and they can't finalize at idea. She's lanky with round and solid tits. Boys' hips. She's a precurved to run, aerodynamic, beaten, fast as fuck home.

#### Francisca Maria Ivone

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"I'm Matt," says the one doing all the talking, his own fact agosing, unkind. Nothing happens in his eyes except a vague for he is root beer. "Cress un together," lamey adds.

She's watched them since she moved onto the block a few months ago, and could barely tell them apart before tonight. Now it's obvious they're opposites. She's watched as they shaved on the other side of a steamed window, white towel around a waist. They buttoned long coats, getting into their cars where they talked on giant blocks of telephones.

lamey gets up for another beer.

"Grab me one?" Matt says.

Me too," Elise adds

Matt shoots a look to Jamey, who just grins and shrogs, comes back with three bottles.

They sit there, drinking. Elise should go home, but she isn't stand-





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



**Teacher Training** 





▼ Teacher training/awareness

☐ Institutional policies

☐ Incorporating ER in school curriculum

☐ Local/context research evidence

☐ Access to graded/levelled



- □ 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

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

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



#### 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.
- Al offers new opportunities to support the development of graded readers.
- Al 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.

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### THANK YOU SO MUCH

She's lanky with round and solid tits. Boys' hips. She's a greater

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"I'm Matt," says the one doing all the talking his own for area ing, unkind. Nothing happens in his eyes except a vague in hel-

"You brothers?" Elise prompts.

"No." says Matt, shaking out the match. "Just look like brothers."

She's watched them since she moved onto the block a few months they're opposites. She's watched as they shaved on the other side of a steamed window, white towel around a waist. They buttoned long coats, getting into their cars where they talked on giant blocks of telephones.

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