

Summary

Res. Ques.

What do you think of these results?

Benefits of ER

- To improve reading fluency and develop reading strategies (Robb & Susser, 1989; Mason & Krashen, 1997; Tanaka & Stapleton, 2007)
- To increase motivation for reading in FL (Kobayashi, 2019)
- Students are positive towards its use in Japan at both high school and university levels (Milliner & Cote, 2014; Cote & Milliner, 2015)

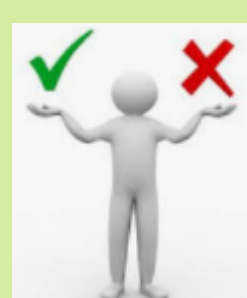
Why use ER?

- Move away from reading that only focuses on test taking
- Deal with loss of reading motivation that happens as a results of difficult texts (Mori, 1999)
- Promote reading enjoyment (Day and Bamford, 1998)

Which one?

Paper

- + Students like feel of books
- Limited by time, place and volume
- Budget restrictions
- Returning books
- Difficult to prove book read



**How about
in your
classes?**

Interview Results

Online

- + Management easy – set targets
- + Comprehension questions
- + Bigger range of books
- + COVID
- Internet trouble
- One person (ME!!) has a lot of work

**Any other +
/ - points?**

My choice



Course details

- Part of “International” faculty
- First year compulsory class – Spring 2020
- “Reading and Vocabulary” - One 1.5 hours class per week – Spring and Autumn
- Use of Toeic reading score for placement, 16 different classes , around 25 students per class
- Taught by FT/ PT, natives, non-natives English teachers
- Xreading 10-15% of final grade

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Methods

Interview – qualitative N=3
1.5 hours each participant
Representative from each
reading proficiency group
(L=Low, M-Mid, H=High)

Results of Attitudes Towards Using Xreading (n = 223)

1. Completely disagree
2. Disagree somewhat
3. Agree
4. Completely agree

	M	G.Diff
1. I have taken part in similar programmes to Xreading before.	1.75	
2. I took part enthusiastically in the Xreading activity this semester.	3.02	
3. I was motivated to take part in the Xreading programme this semester.	3.22	H>L*
4. Taking in the Xreading programmes has increased my confidence in reading.	2.90	
5. I think the Xreading programme helped me to read more fluently.	2.99	M,H>L*
6. I think I am more interested in reading in English than I was before starting the programme.	2.80	
7. I regularly (at least one or twice a week) read books on the Xreading programme.	2.90	
8. I think the goal of 86,400 words for the semester was a realistic goal for me.	2.73	
9. I experienced problems when using Xreading.	3.44	
10. There were enough interesting books to read in the Xreading programme.	3.01	
11. We used class time to discuss books we read in the Xreading programme.	2.29	H,L,M*

(L=Low, M-Mid, H=High)

- All read a lot (十分) in their L1
- Sayoko (H) increased motivation to participate as word count went up – became “more excited”, Nami (M) started with bad image, but became more motivated as read more books, Riko (L) mainly wanted credit, but found it useful for future English aspirations
- Different reading strategies: Riko (L), Nami (M) were aware of when they become fatigued and would quit, Sayoko (H) wanted to finish the book before quitting (higher comprehension score); less reliance on dictionaries; Riko (L) and Sayoko (H) chose books mainly based on front cover, Nami (M) chose by titles (looking for a match with her interests)
- During pandemic XReading good way to “kill time”
- Data migration forced reading to stop- Riko (L) and Nami (M) found it hard to gain momentum back, Sayoko (H) continued at a steady pace before and after
- All expressed a wish to discuss books more in class
- All perceived reading fluency increased
- None wanted to continue program as second years

Conclusion

- ER worthwhile; Xreading has a wide range of interesting material
- Supports intrinsic and extrinsic motivation
- Individual differences in approach to reading, but not clear as regards proficiency levels

Considerations



- Look for ways to address bringing reading “into class”
- Teachers need to be “onboard” and “part of the loop” (differing instructions from different teachers)
- Pandemic results good for now, but what about later?
- More research needed



Graham Robson
Toyo University, robson@toyo.jp