



THE SIXTH WORLD CONGRESS  
ON EXTENSIVE READING

8-11 August 2023

Bridging the LitERacy Gap

# A change in learner's views on EFL learning based on ER activities

Extensive Reading World Congress 6  
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# Overview

- Introduction
- Review of Related Literature
- Class Background
- Classroom practices
- Results & Discussion
- Conclusion

# Introduction: What is Extensive Reading?



an “approach to the teaching and learning of reading in which learners read large amounts of material that are within their linguistic competence” (Grabe and Stoller, 2011 p. 286)



...rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language” (Carrell and Carson, 1997 pp. 49–50)



ER principles...reading should be interesting, easy, fast, silent, pleasurable, individual and self-selected, and involve reading as much as possible while guided by a teacher as a role model

(Day & Bamford, 1998, 2002)

## **The CORE vs VARIABLE dimensions of ER** (Waring and McLean, 2015 p.165)

### **Core elements** (necessary to retain the label 'ER')

Fluent, sustained comprehension of text as meaning-focused input \*

Large volume of material \*

Reading over extended periods of time\*

Texts are longer, requiring comprehension at the discourse level \*

### **Variable elements of an ER program** (There are, no doubt, other variables: the below serve as examples.)

ER is conducted in class or at home, or a combination thereof\*

ER is required, or optional \*

The reading is enjoyable, for pleasure, or not \*

The reading is monitored (self declared, by the teacher), or not \*

The reading is assessed, or not\*

The presence or absence of follow-up activities (comprehension or language focus) \*

The teacher reads or doesn't read with students in the classroom \*

Graded or non-graded materials (provided they can be comprehended fluently)\*

Longer or shorter texts \*

The degree of freedom to select texts \*

Requiring students to start with the simplest material available \*

“that beginning-level learners, tasked to build their fluent reading ability (even if they have not yet achieved it) through meaning-focused input, can still be said to be ‘doing ER.’ But this should be considered as a temporary transitional step”

(Waring & McLean, 2015 p. 6)

## What is intensive reading?

- The aim of intensive reading is to study a short text and paying attention to language features including vocabulary, grammar, and discourse of the text.

(Nation, 2001)

**Why adapt ER  
in ESP  
communication  
course?**

- “Extensive Reading is indispensable for all language programs.”

(Waring, 2006, p. 47)

## What is scaffolding?

It is a special kind of help that assist learners in moving toward new skills, concepts, or levels of understanding.  
(Gibbons, 2015)





# Class Background

- Nursing (1st Year)
- 21 students
  - 3 males
  - 18 females
- Course-English Communication 1
- Weekly meeting-90 minutes
- Textbook – Medical English

## Purpose of Integrating Leveled/Graded Readers

- **For curriculum improvement**

Balancing- intensive/extensive  
ESP textbook/ER Readers

- **To promote Extensive Reading**

## Readers selections

- ORT Levels 3-6 \*\*\*\*\*
- Foundations Levels 1-2 \*
- Black Cat Series 1-3 \*
- Macmillan/Pearson (starters/beginners)

*According to experts, reading below one's independent reading level is still desirable:*

- 1. raises confidence*
- 2. allows to do extra activities like discussion*
- 3. helps focus on content and reading strategies*
- 4. can have an impact on the familiarity of context, the cognitive level of the content..." (Jacobs & Farrell, 2012, p.15)*

## Classroom Practices

<b>Class time</b> <b>90 min</b>	<b>Class Activity</b>	12
45 min	Textbook based (intensive practice)	
45 min	Leveled/Graded Reader based (extensive practice)	
3-5 min	a. Book selection	
20- 25 min	b. Sustained Silent Reading; News letter reading; Timed-Writing	
15 min	c. Book Talk (2-3 exchanges); Book log & GRRS	

# Learners' Newsletter

June 30, 2023 – Book Talk Log 4

先生のコメント

アンケートの回答ありがとうございます。BT活動において、満足感を感じている人もいる一方、まだ苦労している人もいます。ただ、意見を元に判断すると、自身の成長すべき点が分かっているようです。自分に必要なことを認識することで、学習戦略を向上させることができます。今週が最後のブックトークとなりますので、ぜひ最後まで楽しんでください。

Q. 9) 今日のブックトークでは、読んでみたい本が見つかりましたか。

はい ( ) いいえ ( ) Did you find any interesting books during today's book talk? 「はい」の人も「いいえ」の人も、なぜそうなのか理由を具体的に教えてください。 Please explain the reasons for your answer for Q9.

20 responses

1. はい
2. 楽しかった
3. はい 面白そうなものがあったから
4. 面白かったから
5. はい。いつもよりレベルの高い本が読めた
6. 絵が可愛い
7. はい。良心的な人が救われる話がとても良かった。
8. はい 眠りの姫
9. はい、理由は表紙が面白そうだったからです。

10. 英語があまり分からないから

11. はい。冒険物語が面白そうだったから

12. はい、知ってる話の本があってまた読んでみたいと思った。

13. はい。想像のできないような本があり、興味が持てた

14. 感想か面白そうだったから

15. いいえ

16. はい クリスマスのお話を紹介してくれて読んでみたいと思いました

17. わかりやすくて面白かった

18. はい とても面白い話でした



**Q. 3.** 今日、仲間と**book talk**をして、新たに気づいたことや感想を書きましょう。

どんなささいなことでも結構ですので、書いてください。Please describe anything you had noticed during today's book talk.(これは教師に自分ができて嬉しかったことや困り感を伝えるチャンスにもなります。)

1. 楽しかった
2. トークが楽しい
3. たのしかった
4. 初めての人と話すのが楽しかった
5. 英語ばかりで何を言っているか分からない。
6. 楽しかったです
7. 知らない単語にも触れられた
8. 伝えるのは難しい
9. おもしろかったです!
10. もっと的確に伝えられるようにしたいと思った。
11. もう少し簡単なものにしたい
12. 英語難しいけど、本が楽しく感じるようになりました
13. 伝わるように話せた。
14. 最近体調が悪く、体が重い
15. 英語力を伸ばしたいと思った
16. 色々な話が聞けて楽しかった
17. 楽しい
18. まだまだ分からないところがあるので勉強しなきゃなと感じました
19. 伝えたいことが伝えれた
20. 相手から言われた英語を理解出来た

なぜ、Interaction(仲間との会話)をするのか?それは、仲間の力を使って学ぶことができるから。“What does it mean?”は有効らしい!!会話でどうしても気になった語をスマホで調べてもいい。知らない本について楽しそうに話す相手、気になる本だ。それもう、読んだ本だ。相手は自分と同じことを感じているのだろうか。そんなことを感じているうちに本をもっと読んでみたいと思う。読んだり、話したりしているうちに同じ意見の人に会える。また、意外な意見を持つ人もいる。読んでわかったつもりになっていた。同じ本を読んでもそんな見方があったとは。自分は果たして本当にその物語を理解していたのか。もう一度読んでみよう。。。そんな気になったら、多読が楽しめる、そして読んで話せば話すほど英語力がつく。それが本当の英語力だ。暗記ではない。でも、語彙はcommunicationする上で重要だ。どうすれば。。。?多読をどんどん進めてみようか。”Kurishita, N.”

# Timed-writing

1. Yes, I did.
2. The title is Village in the Snow.
3. Main character is 5 children.
4. The main event is 5 children go to village in the snow.
5. In after school.
6. At Biff's room.
7. My favorite page is 9.
8. They made snowman and threw snowballs.  
They played in the snow.  
This page reading is interesting.
9. Yes, I do.
10. This is Fantasy story.  
I like playing in the snow.  
5 children was enjoyed threw snowballs.  
This point is very interesting.

Re worded

# Scaffold for Book Talk

## Conversation Strategies (Book Talk Log # 5) : 仲間との対話で面白そうな本を見つけよう!

この sheet は、毎回の Book Talk で必要な Conversation Strategies(CSs)をまとめたものです。考に、いろいろなストラテジーを使いながら、英語だけで対話ができるようにしましょう。また、もういつもの book talk の質問に慣れてきた君たちは、自分が知りたい情報を得るために、自由に質問の順番を変えたり、省略したり、会話の流れに従って、さらに Follow-up Qs (つっこみ Qs) を加えてもよいです。英語の間違いを気にせず、本の内容を知ること集中して、なるべくたくさんの英語を使って対話をしよう。



<b>Date:</b> July 5, 2023	
<b>Topic / Starting Question:</b> What book did you read?	
<b>Opener:</b>	
☆ How's it going? ☆ How ya doin'?	
<div style="border: 1px solid green; padding: 5px; display: inline-block;">           Pretty good!    Okay    Not so good!            Great!    All right    Terrific!    Not bad.    Others (....)         </div>	
<b>Body:</b>	
☆ 相手に同じ質問をふる	How about you?
☆ あいづち	<div style="border: 1px solid green; padding: 5px; display: inline-block;">           Me, too. (positive な statement に対して)/            Me, neither. (negative な statement に対して)         </div>
☆ Shadowing	相手の言ったことを何でも繰り返してみよう。
☆ Fillers	Let me see..., Let me think....
☆ Follow-up Qs (つっこみ Qs)	Can you tell me more?
MEMO: _____	
☆ お助け Phrases	<div style="border: 1px solid green; padding: 5px; display: inline-block;">           What does 「分からない語」 mean?            What is 「分からない語」 in Japanese?         </div>
<b>Closer:</b>	
Nice talking with you.    Nice talking with you, too	



### Book Talk Qs: 尋ねる順番を ( ) に書こう。

- (1). Did you find any interesting book?    (2). What is its title?
- (3). Who are the main characters?    (4). What is the main event of the story?
- (5). When did it happen?    (6). Where did it happen?
- (7). Could you show me your favorite page?    (8). Why do you like the page?
- (9). Do you like the story?    (10). Why or why not?



## Book Talk Reflection Log 5, (Book Talk の振り返り) :

Student No. ( ) Name: \_\_\_\_\_ July 5, 2023

Let's find interesting books!: 仲間との対話で面白そうな本を見つけよう!

これは、多読(自分のレベルに合った本をたくさん読む勉強法)を進めるための Book Talk (仲間と読んだ本について英語で話し合う活動)を支援するための目的で、毎回、質問に答えてもらうものです。成績には関係ありませんので、正直に答えてください。

### I. 今日の本 Book Talk の英語について (About your English proficiency in BT)

※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)

	大変できた	ほぼできた	少しできた	少しできなかった	ほとんどできなかった	全くできなかった
(1) スラスラと話せました Did you speak fluently?						
(2) 相手の話していることが理解できましたか。 Did you understand what your partners said?						
(3) 自分が言いたいことをほぼ伝えることができましたか。 Could you tell your partners what you wanted to say?						
(4) あなたは、CSs (カンパセーションストラテジー: 英会話を進める上で役立つ表現)をうまく使えましたか。 Did you use Conversation Strategies (CSs) well?						
(5) 今日の英会話の「できた感」はどのくらいですか。 At what degree do you feel your success on your book talk today?						
(6) 上の質問(5)でどうしてそのように感じましたか。 Why do you feel so for Q5?						

### II. 今日の本 Book Talk で気付いた多読の進捗や内容について (About ER progress in BT)

※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)

	そう思う	ほぼそう思う	少しそう思う	少しそう思わない	ほとんどそう思わない	全くそう思わない
(7) 仲間と話してみても、自分が読んでいる本のレベルは自分の英語力に合っていると思えましたか。 Do you think the book level you are reading is appropriate for your ability after today's book talk?						
(8) 仲間と話してみても、自分がこの1週間で読んだ本の量は、適切だと思えましたか。 Do you think your reading amount for this week is appropriate after today's book talk?						

(9) 今日のブックトークでは、読んでみたい本が見つかりましたか。 はい ( ) いいえ ( )

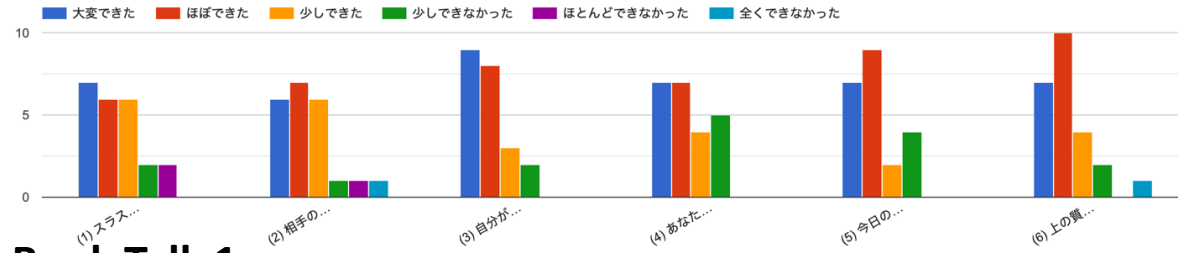
Did you find any interesting books during today's book talk?

「はい」の人も「いいえ」の人も、なぜそうなのか理由を具体的に教えてください。 Please explain the reasons for your answer for Q9.

### III. 今日、仲間と book talk をして、新たに気づいたことや感想を書きましょう。

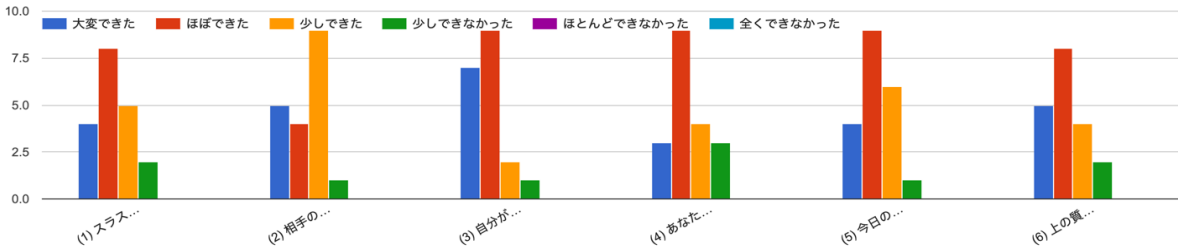
どんなささいなことでも結構ですので、書いてください。 Please describe anything you had noticed during today's book talk. (これは教師に自分ができて嬉しかったことや困り感を伝えるチャンスにもなります。)

I. 今日のBook Talkの英語について(About your English proficiency in BT) ※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)



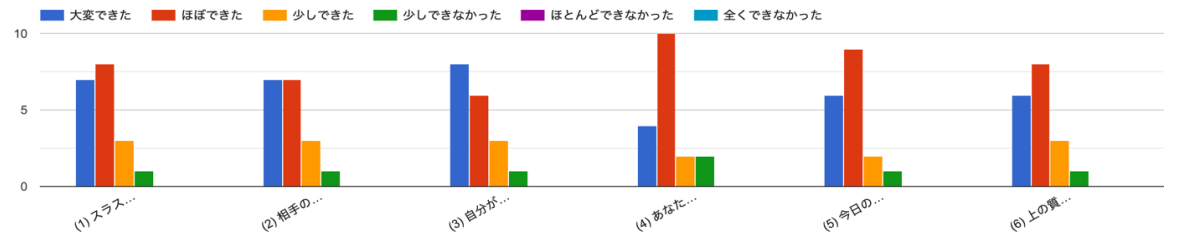
## Book Talk 1

I. 今日のBook Talkの英語について(About your English proficiency in BT) ※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)



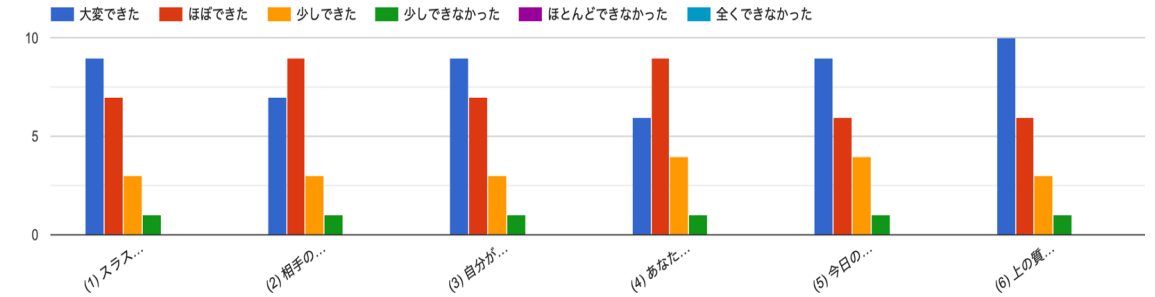
## Book Talk 2

I. 今日のBook Talkの英語について(About your English proficiency in BT) ※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)



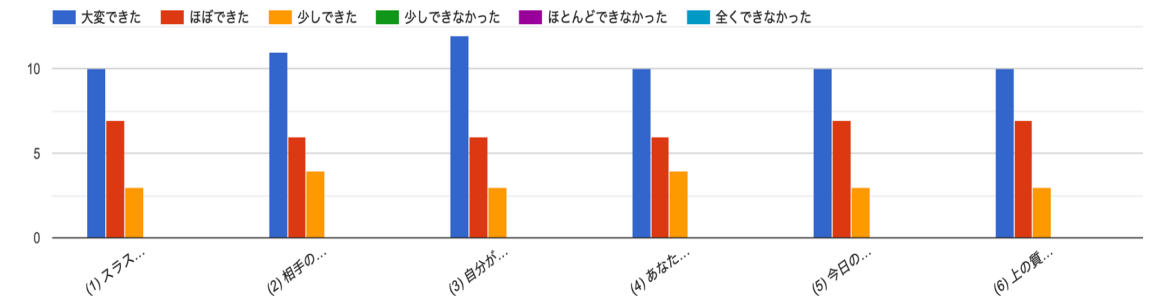
## Book Talk 3

I. 今日のBook Talkの英語について(About your English proficiency in BT) ※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)



## Book Talk 4

I. 今日のBook Talkの英語について(About your English proficiency in BT) ※それぞれの質問に対して該当する欄に○をつける。(Circle one each.)



## Book Talk 5

## Results & Discussions

- N=18 respondents

Did you like  
English?  
Why?

**NO= 77.7 % (14)**

- **S1** “it’s difficult”
- **S2** “I’m not good at grammar...”
- **S3** “so much to learn, and have to memorize words”
- **S9** “I’m not good at English.”
- **S13** “grammar is too difficult”

**YES= 22.2 % (4)**

- **S5** “it’s fun”
- **S8** “ I enjoy learning another language”

Do you like it better  
now?

**YES = 61.1% (11)**

- **S4** “We had English everyday in high school ...the teachers were strict ... I didn’t like it, but now it’s fun.”
- **S6** “...able to express myself in English”
- **S15** “I enjoyed reading the books. It was good to read different kinds of stories.”

**NO = 38.8 %. (7)**

- **S7** “No, I feel like I can’t do it”
- **S9** “Usually, it is still difficult”
- **S18** “it doesn’t change”

Did you like  
reading in English?  
Why?

**NO** = 72.2% (13)

- **S3** “I didn’t have chance to read much, because I didn’t understand...and it wasn’t interesting”
- **S4** “I didn’t find it enjoyable”
- **S6** “I’m not a very good reader”
- **S16** “No, because I never thought of reading in English in the first place.”

**YES** = 27.7 % (5)

- **S8** “Yes, it’s fun if you understand”
- **S11** “Yes, ....I learned I can read if I adjust my reading level”

Do you like it better  
now?

**YES** = 72.2 % (13)

**S3** “I like it more than before. I gradually understand the content”

**S6** “I started to like it. ...able to read higher books and feel happy.”

**S8** “I liked it more than before. I became familiar with English by reading English children's books.”

**S17**...”I learned English skills and now want to read more English books”

**NO** = 27.7 % (5)

▪ **S12** “No, there are still many things I don't understand.”

▪ **S14** “Not really, because it's hard”

**Was ER beneficial  
for you?**

**YES = 88.8 % (16)**

**S1** "It led to reading comprehension"

**S2** "I'm getting faster at reading"

**S7** "I feel... my ability to understand English sentences improved"

**S11** "I now know the meaning of words than before"

**S14** "Stenghtened my ability to understand sentences"

**S17** "I am more conscious of trying to understand on my own"

**NO= 11.1% (2)**

**S18** More or less



Were interactions  
with peers  
beneficial for you?

**YES = 88.8 % (16)**

- **S3** "It was difficult to communicate in English, but I had to communicate with others, but thanks to that, I was able to improve my English listening and speaking skills a bit."
- **S4** "Yes, I feel I have become better at expressing myself in English."
- **S6** "Yes, at first, I only looked at what I wrote but now I can look at the other person's face and make hand gestures."

**NO = 11.1 % (2)**

- **S16** "No, I am not good at talking to people."
- **S18** "No, I don't think so."

What challenges did  
you meet with ER?

How did you  
overcome them?

**S1** "When I didn't know the vocabulary, I look up the words."

**S8** "If I could not understand, I figure out by comparing with pictures."

**S1** "Finding the right book level, so I read lots of books."

**S15** "To tell the other person about the book you read in a way that is easy to understand. By using gestures."

## April–July Comparison

... Do you feel any  
difference in your  
understanding of books  
before and now?

### In April...

**S1** “I used a translator”

**S8** “I chose short stories with low-level sentences”

**S10** “I only look at the pictures”

**S16** “I read slowly”

### In July...

**S1** “I can read more words and sentences on my own”

**S8** “Gradually began to challenge myself with longer stories, I felt my reading comprehension skills improved”

**S10** “I’m still relying on the pictures but looking at English text more”

**S16** “Recently I can read faster than before and was able to try difficult books”

## April – July Comparison

### In April...

**S6** “I used to feel like I had no energy to read ...”

**S12** “I used to read the words by predicting from the sentences before and after”

**S14** “I can only understand the words I knew”

### In July...

**S6** “but now I can take the initiative to read”

**S12** “But now I can read with proper understanding of the meanings of words”

**S14** “I know more words gradually, and read with good understanding and guesses. I feel my comprehension is better than before”

# Conclusion

- Students who experienced success in ER activities change their perspective of English language learning from negative to positive; improve their communication learning strategies, such as getting away from translations to gesturing; from being picture dependent to critical thinkers.
- Sustained Silent Reading can provide different conditions for reading in and outside the classroom.
- Scaffoldings play significant roles in learners' success in classroom tasks, such as
  - interactional strategies for interaction tasks
  - timed writing before speaking tasks
- Consistent implementation of ER communicative activities like Book Talk is highly significant for ER success.
- Extensive Reading can successfully complement an intensive English for Specific Purpose curriculum.

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THANK YOU !

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