

# Extensive Reading World Congress 7

Hokusei Gakuen University, Hokkaido

5th to 9th September 2025

## From Pages to Habits: Student's Journey in an Extensive Reading Course

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in the

**CURRICULUM**

# ER

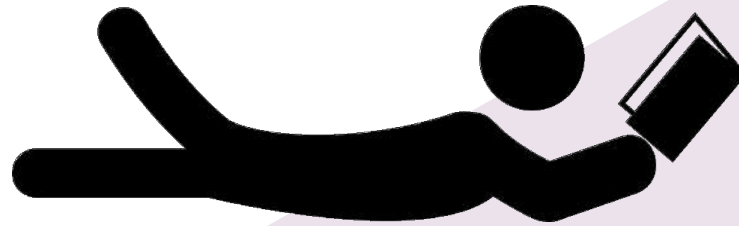
- ☒ Technology enhanced
- ☒ Stand-alone ER Course

☐ Blended Intensive and Extensive Reading

☐ Independent (non instructed)

## Resources

- Xreading
- Printed books
- Other online library
- Websites



## Class Activities

- Fun
- Varied
- Non taxing



## Assessment

- Quantity
- Accountability
- Process
- Products

# What our students do in their ER courses

- Read (Sustained Silent Reading) in and outside of class
- Do follow-up activities (retell/present/perform/draw/modify/create)
- Report and reflect on (reading activities and experience)





# Follow-up Activity Examples



● Draw

● Retell



PechaKucha



● Perform



20 images X 20 seconds



● Transfer



● Tweak

● Create

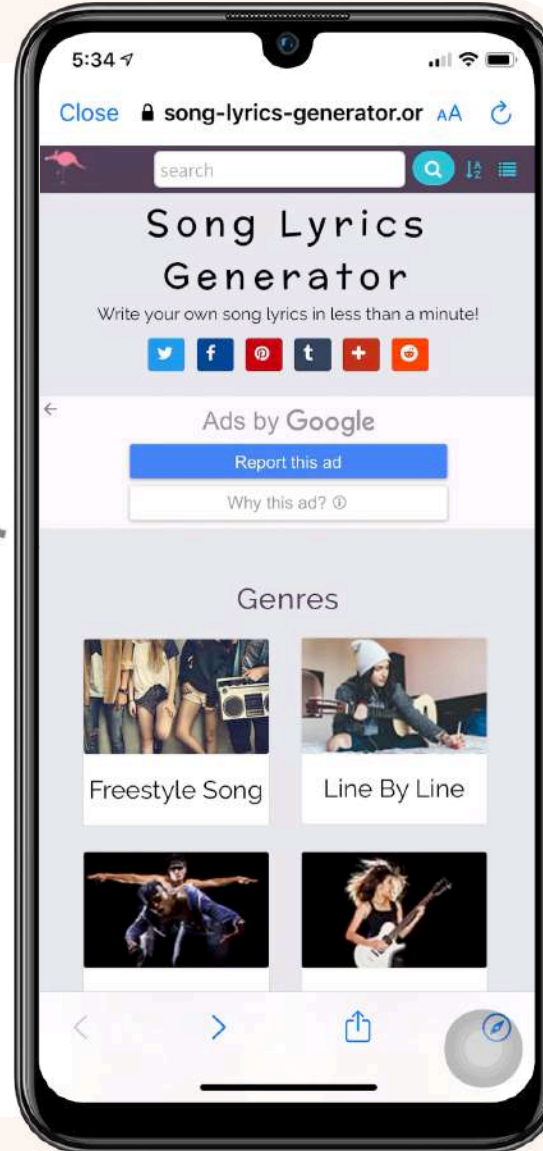
# Follow-up Activity Examples



**Read and listen  
to "Alice in  
Wonderland:  
Down the  
rabbit hole"**



**Make a song  
using song lyrics  
generator**



- Draw
- Retell
- Perform
- Transfer
- Tweak
- Create

# How our students are assessed

xreading.com

Welcome Ivone Francisca Maria

Sign Out

Classes Assignments Students Library Institution Book Usage My Account About Xreading

### Class Summary

Show Students in : 2020 Nova Ariani(Closed) Show data for: Only Selected Classes From: To: Go Clear Search for Student Go

Reading Data Student Info Level Info Download Data Add Student(s)

Display 30 Showing results 1 - 29 of 29

Student	Student ID	Reading Level	Classes	Books Added	Books Passed	Words Read	Avg. Book Level	Read Time (h:m:s)	Read Speed (Word/Min)	Listen Time (h:m:s)	Quizzes Taken	Quizzes Passed	Quiz Avg	Book Rating
				60	45	34,920	3.7	03:39:09	130.3	01:24:50	56	45	84.3	0
				38	35	38,629	4.7	04:49:39	113.4	03:47:06	38	35	90.5	0
				41	30	36,888	4.3	02:11:15	259.8	00:01:40	41	30	79.0	0
				40	35	74,411	7.9	08:15:06	155.5	00:23:28	40	35	86.5	0
				69	62	116,742	8.9	12:13:36	163.1	02:09:10	68	62	90.7	0
				44	39	50,622	5.5	05:32:54	153.9	00:27:54	42	39	88.8	0
				43	35	44,839	7.4	06:59:12	110.8	05:27:14	43	35	87.9	0
				357	321	446,185	4.5	45:46:24	146.4	00:03:05	351	321	91.1	0
				42	30	71,031	7.2	08:31:36	136.4	00:00:51	39	30	83.0	0
				44	33	33,597	6.0	02:28:30	205.0	00:00:15	44	33	80.0	0
				43	41	85,951	8.2	08:05:57	167.5	01:05:05	42	41	94.9	0



Quantity



Accountability

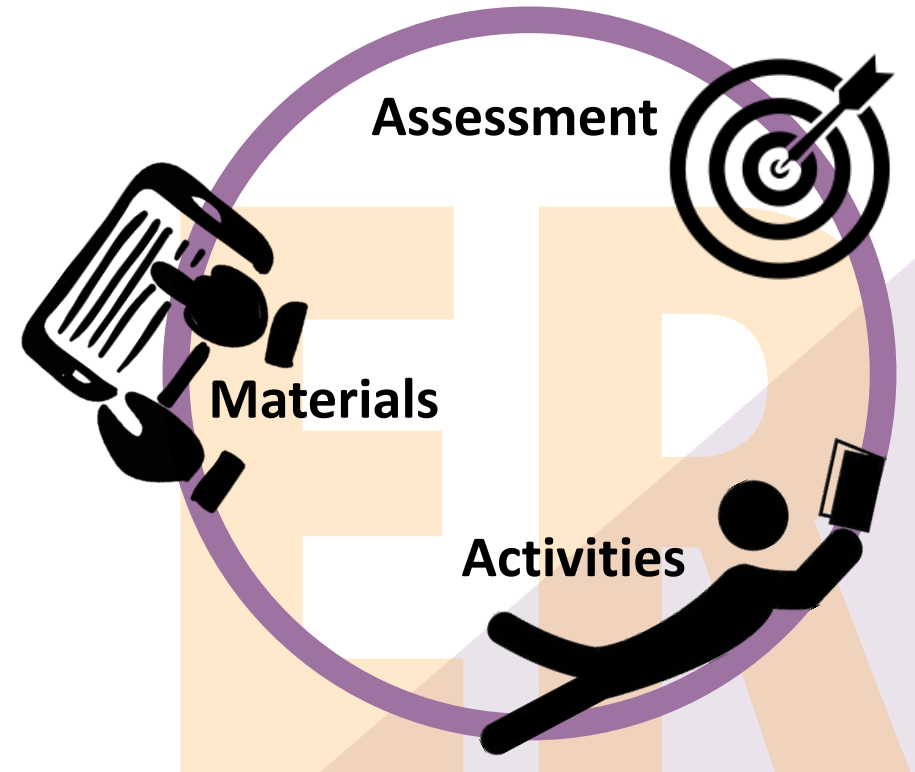


# What we hope to learn from our ER classes

- What our students read
- How they read
- Why they read
- What they benefit from the course



**80.12% students (N=161) reported the development of their reading **habits** at the end of the semester**



# What our research aims are

- To explore the interplay of cue, routine, and reward that form reading **habits**,
- To understand how and why reading **habits** either solidify or fade after an ER course, and
- To better understand how an ER course can move learners “from pages to **habits**” and whether or not the change is sustainable.

**READING HABITS** in this study are routines that one repeated regularly and becomes automated in response to cues and rewards.



# Theoretical Framework

## Habit Loop Model (Wood & Neal, 2007)

- Cue → Routine → Reward
- The model describes a **habit** as a learned, reflex-like response to a familiar **cue**, such as a time of day, a location or an emotional state, that is strengthened by **repetition** and **reward**.
- Over repeated pairings, this loop becomes progressively more **automatic**; the brain begins to anticipate the reward as soon as the cue appears, creating a craving that drives the behaviour.

# Theoretical Framework

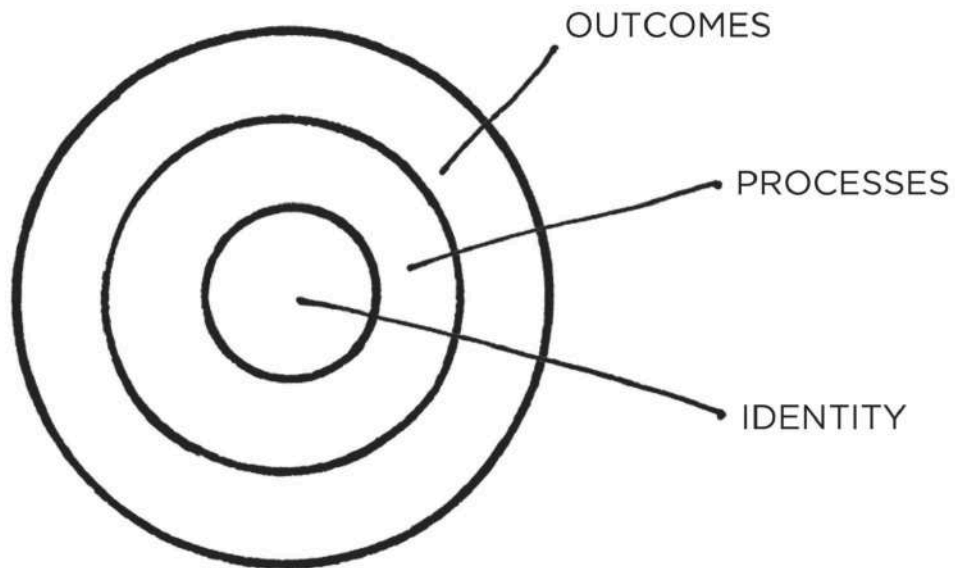
## Self-Determination Theory (Deci & Ryan, 1985)

- All humans have fundamental needs for **autonomy, competence** and **relatedness**. Autonomy refers to feeling in control of one's own behaviour and goals; competence involves feeling effective and capable in activities; and relatedness is the need to feel connected and belonging to others.
- **Internalisation** and **integration**. Extrinsic motivations can become internalised when people **identify** with the value of an activity and integrate it into their **sense of self**.



# Theoretical Framework

## Identity-based Behaviour Change (Clear, 2018)



- The **deepest layer** of behaviour change is changing **identity**. This level is concerned with changing one's beliefs: worldview, self-image, judgments about oneself and others. Most of the beliefs, assumptions, and biases one holds are associated with this level.

# What the literature tells us about reading habits in ER

When learners are encouraged to **read large quantities** of **self-selected, level-appropriate** material over a period of time, their **reading skills** (and other language skills), **speed** and **understanding** improved ([The Extensive Reading Foundation website](#)).



## READING HABITS & POSITIVE ATTITUDES

As reading becomes **easier** and **more rewarding**, students are more likely to **continue reading independently**.

ER

# What the literature tells us about reading habits in ER

Recent studies exploring online extensive reading (e.g., with platforms such as *Xreading*) find that **digital tools** can make reading more **accessible** and **trackable**, further supporting habit formation (e.g. Hsu et al., 2022, Madjdi et al., 2024).



## READING HABITS

Progress indicators, audio support and a wide selection of graded readers help students integrate reading into daily routines.

ER

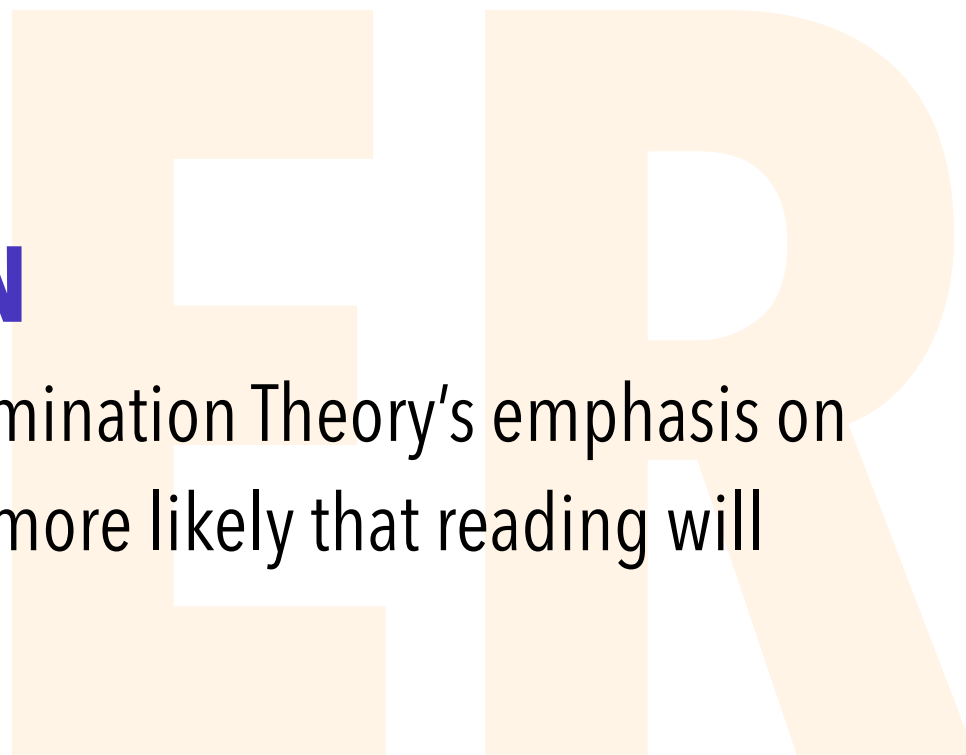
# What the literature tells us about reading habits in ER

ER programmes often give students the freedom to choose texts that match their interests and proficiency. Research highlights that providing learners with **choice** and **control** is crucial.



## AUTONOMY and SELF-REGULATION

This autonomy not only aligns with Self-Determination Theory's emphasis on autonomy and competence but also makes it more likely that reading will become a self-sustaining behaviour.



# Several areas on reading habits remain under-explored

Most ER studies report how much learners read and what they gain linguistically, but they rarely examine whether sustained, automatic reading routines are taking shape. Few studies combine detailed engagement logs (e.g. books added, words read, reading time) with measures of habit strength or self-identified "reader" status.



**Quantification of habit  
and its formation**

ER



# Several areas on reading habits remain under-explored

The literature seldom frames ER outcomes through explicit habit-formation models (e.g. cue-routine-reward loops, self-determination theory, identity-based habits). Without some frameworks, it is hard to understand whether and why some learners continue reading after a programme ends while others stop.



**Limited application of  
habit formation  
theories in ER research**

# Several areas on reading habits remain under-explored

There is limited research on how online ER tools (such as *Xreading*) act as cues or provide rewards that could support habit formation. Most studies treat digital ER as another delivery mode rather than investigating its behavioural mechanisms and impacts.



**Limited role of digital platforms in habit development**

# Several areas on reading habits remain under-explored

While some studies survey attitudes about ER programmes, they seldom include rich qualitative data (e.g. interviews, reflections) on how learners perceive themselves as readers, how they fit reading into daily life, and what barriers they face.



**Qualitative insights into identity as a reader is rarely followed up**

# Several areas on reading habits remain under-explored



Many studies measure reading gains during an ER course but do not follow students to see if they maintain the habit once external requirements are removed. Longitudinal evidence on post-course reading behaviour is scarce.



**Persistence/  
commitment beyond  
the ER intervention is  
hardly inquired into**

# Case study - explanatory-sequential mixed-methods

**161 students**

114  47 

**17-19 yo**

**DoE Freshmen**

from 6 ER classes



**10 students**

7  3 

who reported to have developed better reading habits by the end of the semester



**Case study** - explanatory-sequential mixed-methods

## **Data sources**

- history log (one semester) - 161 students
- reflection (end-of-semester) - 161 students
- interview (end of academic year) - 10 students

## **Data analyses**

- descriptive quantitative
- thematic analysis

# History Log: Mean, median and skewness interpretation

Metric	Mean	Median	Interpretation (skewness)
Books Added	45.49	35.00	Mean > median → right-skewed
Books Passed	40.17	29.00	Right-skewed
Words Read	133,281.35	125,054.50	Right-skewed
Avg Book Level	5.81	6.00	Mean < median → <b>left-skewed</b>
Read Time (min)	857.72	838.45	Right-skewed
Read Speed (words/min)	151.67	147.90	Right-skewed
Listen Time (min)	82.33	2.13	<b>Heavily</b> right-skewed – most participants did little listening while a few listened extensively
Quizzes Taken	42.80	31.00	Right-skewed
Quizzes Passed	40.67	29.50	Right-skewed
Quiz Avg	89.89	92.15	Mean < median → <b>left-skewed</b>

# History Log: Dispersion measures

Metric	SD	Mean	Range	CV (%)	Notes
Books Added	34.16	45.49	157.00	75.1	High relative variability – some participants added many more books than others
Books Passed	32.84	40.17	158.00	81.8	High variability; pass counts vary widely
Words Read	80,205.33	133,281.35	567,555.00	60.2	Substantial spread, reflecting differences in reading volume
Avg Book Level	1.60	5.81	8	27.5	<b>Low</b> variable

**CV = coefficient of variation**

# History Log: Dispersion measures

Metric	SD	Mean	Range	CV (%)	Notes
Read Time (min)	426.79	857.72	2,590.52	49.8	Moderate variability
Read Speed (words/min)	46.57	151.67	253.17	30.7	Lower relative variability – reading speed is comparatively consistent
Listen Time (min)	192.39	82.33	938.67	<b>233.7</b>	<b>Highest</b> variability; listening behaviour is highly uneven
Quizzes Taken	33.33	42.80	158.00	77.9	Participants take vastly different numbers of quizzes
Quizzes Passed	32.83	40.67	158.00	80.7	High variability similar to quizzes taken
Quiz Avg	12.13	89.89	154.79	<b>13.5</b>	<b>Lowest</b> variability – quiz scores are relatively consistent

**CV = coefficient of variation**

# Efficiency and pass rates

- The students finished reading about **88 %** of the books they add to their reading lists.
- The quiz pass rate is **95%**, suggesting that once the students take a quiz they almost always pass it.
- The high quiz pass rate combined with the low variability in quiz scores implies that the quizzes are relatively easy.



# End of semester reflection

Personal reflection	Yes (f, %)	No (f, %)	Interpretation
Improved vocab	34 (21.1 %)	127 (78.9 %)	About one-fifth of students felt their vocabulary improved.
Improved reading ability/skills/comprehension	32 (19.9 %)	129 (80.1 %)	Slightly fewer than one in five reported better reading ability or comprehension.
Learned how to share thoughts	10 (6.2 %)	151 (93.8 %)	Very few students mentioned the programme helped them express their opinions or discuss their reading.
Found the "gateway book"	3 (1.9 %)	158 (98.1 %)	Only three students felt they discovered a book that ignited a love of reading.

# End of semester reflection

Personal Reflection	Yes (f, %)	No (f, %)	Interpretation
Inspired to explore/read more books/topics	66 (41.0 %)	95 (59.0 %)	A sizeable number of students were motivated to continue exploring reading beyond the course.
Finds reading easier at the end of the semester	12 (7.5 %)	149 (92.5 %)	Few students reported that reading itself felt easier by semester's end.
Finds the online reading platform useful and/or interesting	38 (23.6 %)	123 (76.4 %)	Almost one quarter appreciated the online reading platform as a useful tool; most did not highlight it.
Have a personal goal	12 (7.5 %)	149 (92.5 %)	Only a small proportion set personal reading goals during the semester.

# General reading habits before the ER course

- **Irregular, minimal reading:** Only three students (A, E, and J) said that they read regularly before the ER course. Student A described his pre-course habits as "all over the place," adding that he would sometimes "read half a page, maybe a whole page," but it was never scheduled.
- **Preference for short, required texts, and text type that they liked:** They mostly read comics and mandatory books in high school.

## Cues to read more during the course

- **Course requirements and digital tracking:** Multiple students said the minimum-word goal on *Xreading* pushed them to read regularly. They said that seeing word counts and progress bars made them want to keep on reading. Student B cited the course's minimum-word goal as the key trigger: "There's a minimum word that we have to get... I think that pushed me to keep reading to accomplish this course."
- **Teacher encouragement vs. peer influence:** Peer influence was minimal, but teacher encouragement and clear expectations mattered.

# Routines and fitting reading into daily life

- **Most do not have formal reading schedules:** e.g. Most students (A, B, C, D, G, H, I, J) did not set reading cues; he read spontaneously, often at night or during free afternoons. Student F read once a day. Student E only read on the weekends. Student I read when discouraged.
- **Varied perceptions on digital convenience:** Eight students (A, B, C, D, F, H, I, J) preferred digital books because they were portable and had audio options; one (I) used audio books when tired; two students (E, G) prefers printed books.

# Role of Xreading in building a reading routine

- **Positive reinforcement through tracking:** All students unanimously agreed that the platform's progress reports and goal setting helped them build habits.
- **Provider of book variety and accessibility:** Student C mentioned that *Xreading* offered genres she wouldn't have explored otherwise, which kept her engaged.

# Enjoyment and rewards

- **Intrinsic satisfaction:** Eight students said finishing a book was its own reward; Students D and F rewarded themselves by watching movies after reading or drinking his favourite drinks, but most derived pleasure from the stories themselves and from finishing reading stories.
- **Mood and immersion:** Students A and I enjoyed “setting the mood” and Students B, C, D, G, H, I enjoyed being surprised by plot turns. Student J also described reading as healing and inspiring. Such qualitative enjoyment supports sustained reading even beyond external requirements.

# Self-identity as a reader and social recognition

- **Self-identified readers during the ER course:** Student A, D, J still called himself "picky readers"; but they identified themselves as readers saw reading as personal.
- **Lack of visibility:** All student read privately to avoid comments from others so their family and friends did not notice changes.



# Reading habits after the ER course and sustaining them

- **Post-course decline:** Everyone reported reading less and less once the course ended, though still more than before college. They described "reading slumps" and difficulty sustaining momentum when books weren't interesting.
- **Factors that support sustainability:** Students highlighted: 1) Choosing appealing genres and stories, highlighting the need to "read what you like", 2) Commitment and consistency, 3) Digital platforms and audio books, which provide flexibility when tired or short on time, 4) Pairing books with personal mood, 5) Find likeminded friends/buddies.

## Our students' habit loop model (Wood & Neal, 2007)

- **Cue** → minimum word **goals** were mostly attained and mentioned as a very important cue, self-monitoring of reading **progress** on the platform
- **Routine** → mostly read silently away from prying eyes, reading-while-listening rarely took place, no schedule but can be fit into other activities
- **Reward** → reading is its own reward in most instances, minimum additional reward was required as finishing a book is satisfactory and motivating enough
- The habit loop model is gradually formed during the semester when they are enrolled in an ER course.

# Our students' Autonomy, Competence and Relatedness

## (Deci & Ryan, 1985)

- Our students showed **autonomy** and **competence** during and after the course but **relatedness** is somehow missing during the semester (partly) and after the semester ended.
- Our students thought they could internalised the sense of being a reader during the semester but they seemed to revert back to it after the semester due to extrinsic motivations that were not fully internalised but they read different kinds of texts with more ease.

# Layers of behavioural changes in our students

- **Outcome** → They managed to change their results from not reading in English to reading in English or from non-reader to a reader.
- **Process** → They repeated the activities and reached the outcome repeatedly, but they did not systemised the process.
- **Identity** → They managed to change their attitudes to reading in English but they did not change their beliefs.

# What the case study tells us about reading habits in ER

- While ER programmes often succeed in increasing reading volume during the intervention, the study notes that habits may wane once external requirements are removed.
- Long-term habit development appears to depend on students internalising a "reader" identity, finding reading intrinsically rewarding and building routines that fit their lifestyles.

# Implications and Ideas

- **Cues, routines, and rewards should go beyond the course**  
→ incorporating post-course cues such as voluntary reading challenges, badges or regular check-ins.
- **Pair reading with intrinsic rewards** → teach them to find opportunities to discuss books they enjoy or apply what they've learned so that the reward is not limited to course credit.

# Implications and Ideas

- **Extrinsic and intrinsic motivation should be balanced** as the students felt autonomous and competent when they could choose books and see their progress and they reported satisfaction from reading and few maintained a reader identity → ER course should reduce reliance on minimum requirements and increase **choice** and **relevance**, helping students find genres and topics that genuinely interest them, and encourage students to set **personal goals** that align with their interests rather than solely meeting word counts.

# Implications and Ideas

- **Relatedness through social support should be enhanced**  
as a lack of relatedness (students reading "silently away from prying eyes) emerged as a barrier and that they highlighted the need for reading buddies emerged as a good idea → creating book clubs, reading circles or online discussion forums can foster a sense of community, allowing students to share recommendations and discuss what they've read.



# Implications and Ideas

- **Gradual fading of external scaffolds (cue) should be planned** as students' habits built during the semester faded afterwards → designing the course so that external scaffolds (e.g., mandatory word counts) are gradually reduced while internal scaffolds (personal goals, intrinsic interest, peer support) are strengthened.

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# Extensive Reading World Congress 7

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### 5th to 9th September 2025

**THANK YOU**

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