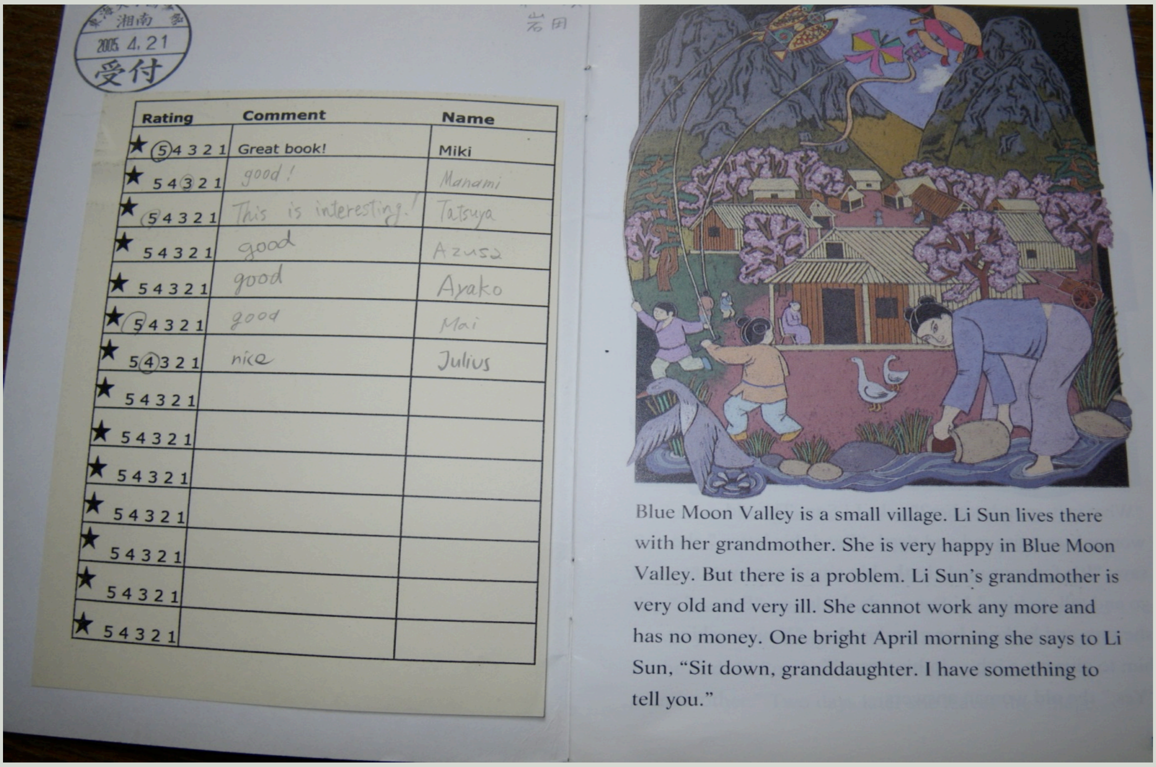
How We Do It - Menard


湘南
2005.4.21
受付

岩田

Rating	Comment	Name
★ [✓ 5] 4 3 2 1	Great book!	Miki
★ 5 4 [✓ 3] 2 1	good !	Manami
★ [✓ 5] 4 3 2 1	This is interesting!	Tatsuya
★ 5 4 3 2 1	good	Azusa
★ 5 4 3 2 1	good	Ayako
★ [✓ 5] 4 3 2 1	good	Mai
★ 5 [✓ 4] 3 2 1	nice	Julius
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		
★ 5 4 3 2 1		

Blue Moon Valley is a small village. Li Sun lives there with her grandmother. She is very happy in Blue Moon Valley. But there is a problem. Li Sun's grandmother is very old and very ill. She cannot work any more and has no money. One bright April morning she says to Li Sun, "Sit down, granddaughter. I have something to tell you."

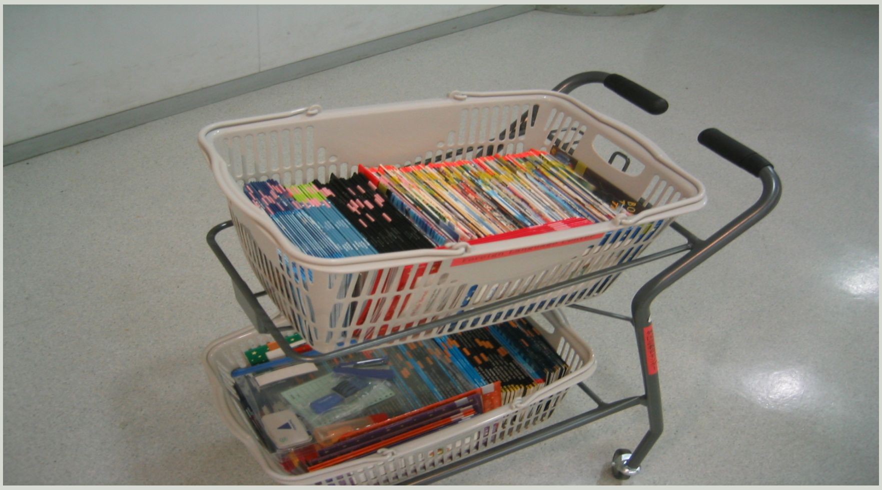
Funding

Funding became available from the second semester of the library, once it had been established that it was a worthy program. We have been very lucky as Tokai has been allowing us 500,000 yen per year for some years now. With this funding, we can purchase books, shopping carts, stationery, etc… There is also separate funding available for the graded readers in the main library on campus, funding which is also managed by the Graded Readers Committee members.

Distribution Method

Our library is a "portable" library because we use a delivery system. At the beginning of each semester, teachers are asked to fill-out a request if they wish to use the graded readers. On this request, they are asked to provide the class level, the building number (Shonan is a big campus), the class period, and whether they intend on using the books once or twice a week. This is to allow us to use the books most effectively.

In order to accommodate everybody and avoid having books out of circulation for too long, we need to form teams. We now have 14 shopping carts and usually have between 20 and 30 teachers who use the readers in their classes. Shopping carts are divided amongst buildings, then class levels, and finally we team up the teachers whose schedules allow them to share a cart. There are usually a maximum of 6 to 8 class periods in a single cart. Sometimes only one teacher uses a shopping cart, sometimes, up to 6 teachers share a cart.



Each teacher is then given a schedule, so they know who their cart mates are and where the cart is at any time. Teachers need to know where to get the cart from and who to pass it to. In some buildings, the carts are kept in the part-time teachers' lounge, but in other buildings, the carts are kept in full-time teachers' offices.

At the beginning of the semester, the Graded Readers Committee members fill each cart with the appropriate range of levels for the classes it will be brought to. We use to ask the teachers to do it themselves, but found that if we provide the carts already loaded, teachers start using the readers much earlier in the semester, which in turn benefits the students. Of course, at any time during the semester, the teachers can go to the locked room or to teachers' offices and return levels that students don't read anymore or supplement with extra levels or copies.

The borrowing and returning of books is done during class time, but the reading is done outside classroom hours.

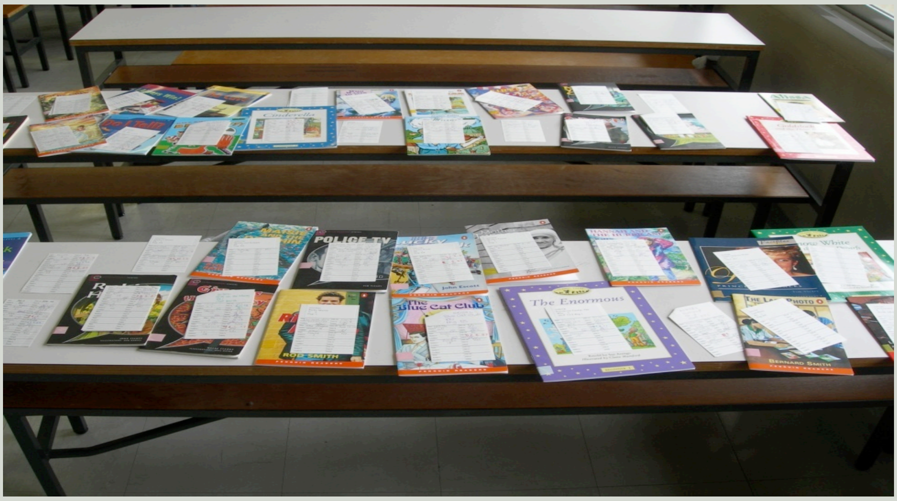
A few years ago, the main library on campus agreed to house the Graded Readers in their own special section and shelf them by level, using the same color codes as the Foreign Language Center. Every year, the books most often borrowed from the main library are Graded Readers. This is partially due to 2 main reasons: first, students who got hooked on reading and want to continue reading even though the semester is over or their new teacher isn't bringing the graded readers to class and second, teachers who think the graded readers are great, but do not want to deal with the extra work, thus send their students to the main library. Either way, the students are reading.

Bringing the books to class and play librarian might seem like a lot of extra effort, but it's definitely worth it. Because we bring the books to class, the students have easy access to them; easy access translates into more reading. Returning and borrowing books in class also provides a chance for students to informally exchange opinions on books, as well as create a little bit of healthy competition.

Keeping track

This is where we need a scanner. From the beginning, we opted to spend the funds on books rather than on a scanner system. Now that the library is huge and popular and that students are allowed to borrow up to 4 books each class, I wish we had a scanner. The card at the back of the book requires more work, takes longer, and cards get lost. Every semester, we end up with cards with missing books, books with missing cards, or missing books and no card to show for them.

For the time being, we have to keep track of who has which book using the library cards. On each card, the students write their name, student number and date and give their teacher the card. When they return the books, the teacher signs the card and returns it to the book. I usually put all the cards on tables/desks at the front of the class, with the students' names facing up, and ask the students to place their books under the correct card by matching the title. This makes it a lot easier for me to keep track. I collect the books with their card on top, rubber band them together, then collect all the remaining cards and rubber band them as well. I usually do this while the students are selecting their new books.



I usually keep my cards in two piles, one for the books that were just borrowed that day and one for books that were borrowed before that day. Each pile is held together with a rubber band and both are placed into a plastic bag to avoid losing any cards. Keeping the piles separated helps me see if a student has had a book for "too long", which might indicate that the book will go missing if I don't remind the student about it. The pile of cards from books borrowed before that day is usually much thinner than the pile of cards from books borrowed that day, so it's easy to check.

For now, using the cards is our only option, but it is still faster than any other method, excluding a scanner of course.

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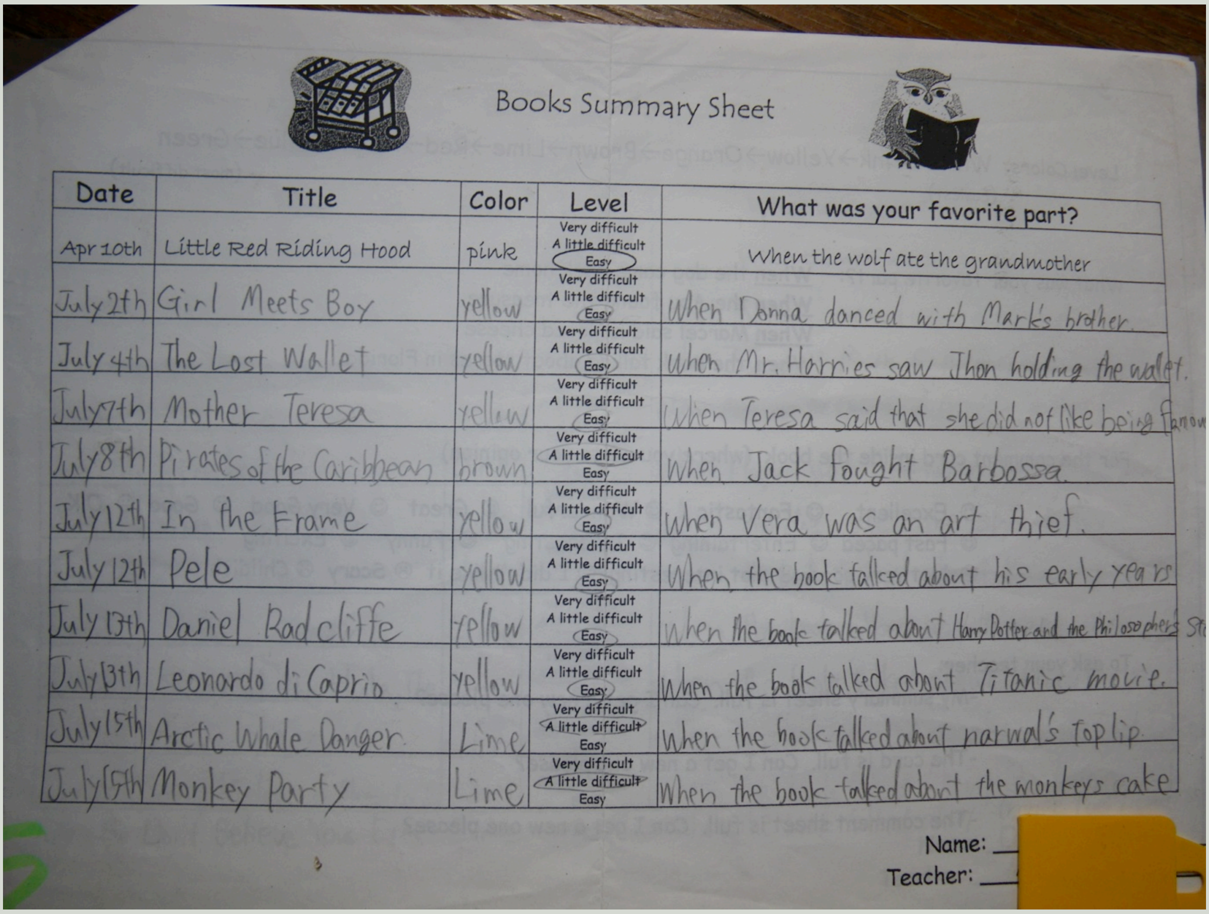
Evaluation Method

At Tokai, we strongly encourage the teachers to let their students read for the pleasure of reading, which means no tests will follow, no exercises, no book reports, etc… On the other hand, we do advise they set goals for their students, for example, how many books they should try to read during the semester. We noticed that students whose teachers set goals read a lot more than students whose teachers' didn't.

Our evaluation method is based on a handout we created. Does it prove beyond reasonable doubt that the students really read the book? I can't say it does, though Japanese students are generally very honest. The form asks the students to fill out 1 line for each book they read. There are 10 lines on each form. The information they have to provide is: the date, the book title, the level color, a choice of 3 answers, one of which they have to circle (easy, a little difficult, very difficult), and the last part is where they are asked to write 1 sentence about their favorite part of the book. When the students are done reading 10 books, they turn in their form and get a new one. This is very effective to help them (and their teacher) keep track of how many books they read. Some teachers add categories to the form such as how long it took to finish the book or number of words.



Books Summary Sheet

Date	Title	Color	Level	What was your favorite part?
Apr 10th	Little Red Riding Hood	pink	Very difficult A little difficult [✓ Easy]	When the wolf ate the grandmother
July 2th	Girl Meets Boy	yellow	Very difficult A little difficult [✓ Easy]	When Donna danced with Mark's brother.
July 4th	The Lost Wallet	yellow	Very difficult A little difficult [✓ Easy]	when Mr. Harries saw Jhon holding the wallet.
July 7th	Mother Teresa	yellow	Very difficult A little difficult [✓ Easy]	When Teresa said that she did not like being famou
July 8th	Pirates of the Caribbean	brown	Very difficult [✓ A little difficult] Easy	When Jack fought Barbossa.
July 12th	In the Frame	yellow	Very difficult A little difficult [✓ Easy]	when Vera was an art thief.
July 12th	Pele	yellow	Very difficult A little difficult [✓ Easy]	When the book talked about his early years
July 13th	Daniel Radcliffe	yellow	Very difficult A little difficult [✓ Easy]	when the book talked about Harry Potter and the Philosopher's St
July 13th	Leonardo di Caprio	yellow	Very difficult A little difficult [✓ Easy]	When the book talked about Titanic movie.
July 15th	Arctic Whale Danger	Lime	Very difficult [✓ A little difficult] Easy	When the book talked about narwal's top lip
July 15th	Monkey Party	Lime	Very difficult [✓ A little difficult] Easy	When the book talked about the monkeys cake

Name:

Teacher:

These forms are the same ones used for our very popular Graded Readers Reading Contest. To enter the contest, all the students have to do is read 40 books or more. No number of words is required, no minimum level, just reading. All the students who enter the contest get a certificate of achievement and have a chance to win a prize during the awards ceremony. In our very first reading contest (fall 2008), we had 68 students who read 40 books or more. Last semester (spring 2009), we had 105. Before starting the contest, we had very few students who read anywhere near 40 books unless their teachers required it.

Other Faculty Involvement

We were very lucky that right from the start, teachers were interested in trying out extensive reading in their classes. The teacher who started it at Tokai, but has since left Tokai, was very enthusiastic about it and I think her enthusiasm spread right from the start. Over the years, the library grew and the number of teachers using it also grew. We now have full-time and part-time teachers, both Japanese and non-Japanese teachers using extensive reading. Many of those teachers are repeaters, but every year, we get new teachers who try it. This semester, for the first time, a teacher who wasn't using the readers came to me and told me his students had asked him to please bring the graded readers to class. It doesn't get any better than this.

Innovations in Extensive Reading

Fiction in Action: Whodunit

Daniel Stewart
Kaisei Academy

Editor's comments-

Readers of this article might notice that the publisher of the innovation I describe here has also sponsored the mail-out of this issue of ERJ. That sponsorship was arranged ten months in advance and did not influence my choice of which innovation to discuss in this issue. Please note I attempt to give an unbiased view of all innovations by pointing out both the strengths and weaknesses.

The Way it Has Been

Extensive Reading tends to be added on to English language study programmes wherever it will fit. It is rare that ER is at the core and the materials available reflect that. With the exception of the excellent *Cover to Cover* series Day wrote with Yamanaka, Harsch and Ono, there is little available in the way of a central textbook that promotes extensive reading.

What's new?

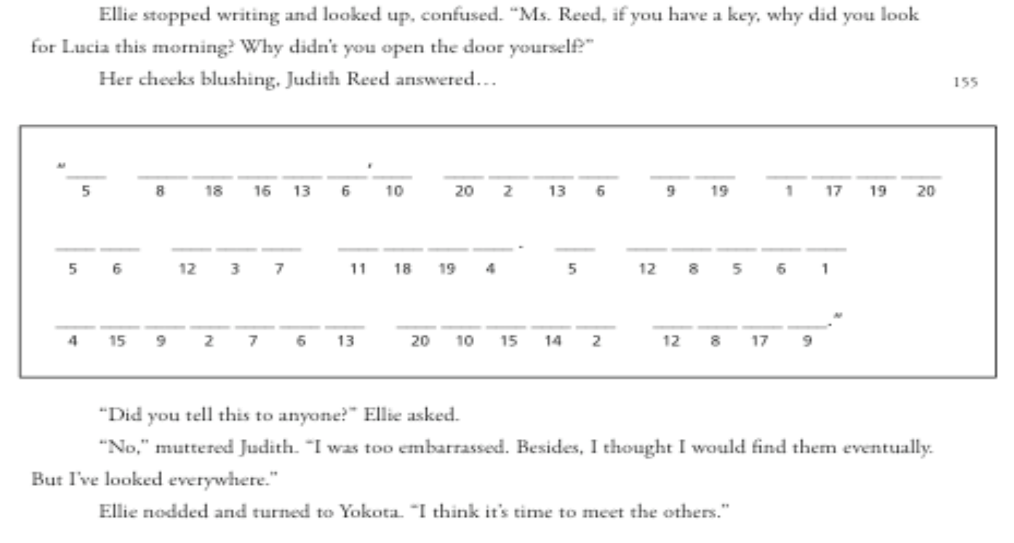
This is a textbook which has been written around two graded reader stories, which are included. *Whodunit* is released in two formats. You can buy a hardcopy version from your favourite bookstore, but there is also an electronic version you can download under a creative commons license. Basically a creative commons licence means instead of an author putting 'all rights reserved' on their book, they are putting 'some rights reserved'. You can learn more about creative commons licensing at creativecommons.org. The creative commons licence in this case means you can have all your students download a PDF file of the textbook and then pay whatever you feel it is worth. This is particularly useful in this case as the text includes two graded readers. You might want to use just one of the stories and you could then just pay for that one.

Besides the innovative distribution method, this textbook also has a very valuable basic concept -specializing in one genre. Students who use this text will become experts at the detective story genre. Students become familiar with the vocabulary and style of detective novels, so it will be very easy for them to pick up a detective story graded reader such as one of the many Sherlock Holmes stories offered by different publishers.

What is good about it?

The two stories are both well written and would have done well as stand-alone graded readers. The activities are well thought out, both to help clarify the story for weaker readers and to teach all readers about the detective genre.

The writers have also found a way to make the activities important to the reader. Near the end of each chapter a key sentence by one of the characters is blanked out. Students have to solve all the activities to find out what the character said. This is an effective way to encourage the students to do the activities.



Ellie stopped writing and looked up, confused. "Ms. Reed, if you have a key, why did you look for Lucia this morning? Why didn't you open the door yourself?"

Her cheeks blushing, Judith Reed answered… 155

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"___   ___ ___ ___ ___ ___'___   ___ ___ ___ ___   ___ ___   ___ ___ ___ ___
  5     8   18  16  13  6   10    20   2  13   6     9  19     1  17  19  20

___ ___   ___ ___ ___   ___ ___ ___ ___.   ___   ___ ___ ___ ___ ___
 5   6     12   3   7    11  18  19   4      5     12   8   5   6   1

___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___   ___ ___ ___ ___."
 4   15  9   2   7   6   13    20  10  15  14   2     12   8  17   9
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"Did you tell this to anyone?" Ellie asked.

"No," muttered Judith. "I was too embarrassed. Besides, I thought I would find them eventually. But I've looked everywhere."

Ellie nodded and turned to Yokota. "I think it's time to meet the others."

Potential Weaknesses

I see three issues that concern teachers considering using this textbook:

- cost
- level
- genre

Cost

The store-bought version of this text is a little pricey. It costs about the same as buying three graded readers. Considering it contains two full graded readers, teachers will have to decide if having their students become experts in one genre is worth the extra cost. Fortunately, the electronic version is also available allowing teachers to pay whatever they feel it is worth. It is probably best to point out at this time that the hardcopy version also includes an audio CD and a detective notebook. The CD includes additional text for the stories which, while not crucial to the plotline, does enhance the story.

Level

The stories are written at the 1,000-word level so about equivalent to an Oxford Stage 3 reader. As I see this text as a way to help students read detective story graded readers, I would have preferred to have the stories written at the 500 or 600 word level. 1,000 words might be too difficult for junior high school students, but should be fine for high school or university students. In addition, ABAX, the publisher, has plans for another lower level text in the near future.

Genre

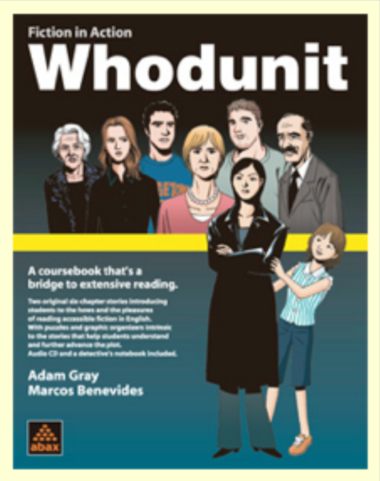
I teach at a junior and senior high school for boys and detective stories are definitely the most popular genre of graded readers. So I really appreciate any material that helps my students to be able to read detective stories. That being said, I am not sure that this genre would be as popular at all schools. Perhaps a different genre would be more popular at a school for girls. Fortunately the lower level text ABAX has planned will be a different genre.

Student Reaction

I downloaded the PDF file from
http://abaxx.squarespace.com/catalogue/fiction-in-action-whodunit-creative-commons-edition.html
and had a few students try a few chapters. I was pleased to see the stories held their interest and they did all the activities before I could even ask them to do them. The missing sentence really does seem to be strong motivation to do the activities. Every student said they would like to finish the story.

Conclusion

This is a really solid textbook with two innovative features: the creative commons licence and teaching students everything they need to know about one genre. The publisher is taking a big chance releasing the PDF of such an impressive textbook, but it is a great opportunity for teachers as we can just pay for what we use. I think this could be very useful when your school says you have to have a textbook for your extensive reading class. You could use the chapters from one of the two stories in this text and then have students do ER with detective novels for homework. Please make sure you do pay what you think this is worth so the publisher will be more inclined to release texts for other genres as well.



New Book Releases

Compiled by Bjorn Fuisting

Lots of news on the Graded Readers front: 200 new titles available! Cengage and Oxford University Press have new series out. Cengage's is a 12-level series edited by the known ER researcher Rob Waring called Page Turners. 50 more titles to come and they are looking for more writers.

Oxford are adding further levels to their Dolphin Readers with the new series Oxford Read and Discover, 4 levels of non-fiction readers with less of a jump in headwords between levels. They also have a new updated edition of their popular Dominos series.

And a royal award has been bestowed upon a Japan based Graded Readers author. Marcos Benevides and Adam Gray will receive the HRH The Duke of Edinburgh ESU English Language Book Award for 2010 for their book "*Whodunit*" (available for download through ABAX). Congratulations! Maybe you could be next?

Also might add that the 200 net titles are since the last ERJ issue.

Book Name	ISBN	Level	Word Count	Headword
Penguin Readers				
Pete and the Pirates	9781408221167	Easy Starter	1,397	200
Speed Queens	9781408221020	1	3,222	300
Five Plays for Today	9781408221044	2	6,063	600
Importance of Being Earnest, The	9781405892032	2	8,602	600
King Lear	9781405892087	3	14,605	1,200
Penguin Active Reading (+ CD-ROM)				
Good Day Bad Day	9781408232071	Easy Starter	1,031	200
Meet the Martians	9781408231203	Easy Starter	906	200
Galapagos	9781408231173	1	2,110	300
Under the Bridge	9781408231975	1	2,343	300
First Emperor of China	9781408231982	2	4,923	600
Stories of Other Worlds	9781408231999	2	8,780	600
Wonders of the World	9781408232002	2	4,995	600
Logans run	9781408232026	3	17,291	1,200
Sweeney Todd	9781408232033	3	22,385	1,200
ABC MURDERS	9781408232057	4	27,559	1,700
Bleak House	9781408231180	4	28,795	1,700
Evil Under the Sun	9781408232040	4	28,525	1,700
Leonardo Da Vinci	9781408231197	4	23,203	1,700
Monkey King	9781408232064	4	29,672	1,700
2010 MACMILLAN READERS				
The Story of Football	9780230400498	Pre-intermediate	16,794	1,400
Michael Jackson	9780230406315	Pre-intermediate	15,786	1,400
The Edge of Reason	9780230400221	Pre-intermediate	18,101	1,400
Barack Obama	9780230735613	Intermediate	19,911	1,600
Live & Let Die	9780230735071	Intermediate	19,201	1,600
Slumdog Millionaire	9780230404700	Intermediate	19,822	1,600
Macbeth	9780230402218	Upper Intermediate	15,913	2,200
Cambridge English Readers				
Big Hair Day	9780521183659	Starter	2071	250
Berlin Express	9780521174909	4	20817	1,900

Oxford University Press

Oxford Bookworms: 3rd Edition - Factfiles			Avg. word count	
Scotland	9780194236232	Stage 1	5,200	400
Marco Polo And The Silk Road	9780194236393	Stage 2	6,500	700
Everest Story, The	9780194236430	Stage 3	10,000	1,000
Gandhi	9780194237802	Stage 4 (1,400 Headwords)	16,000	1,400
Pirate Treasure	9780194793643	Starters	950	250
Red Dog	9780194790833	Stage 2	6,500	700
Cup of Kindness : Stories from Scotland	9780194791403	Stage 3 (1,000 Headwords + Average word count 10,000)	10,000	1,000
Leaving no Footprints : Stories from Asia	9780194791410	Stage 3 (1,000 Headwords + Average word count 10,000)	10,000	1,000
Dominoes : New Updated Edition				
Oxford Bookworms Club :				
Stories for Reading Circles				
Platinum	9780194720076	Stages 4-5		
Oxford Read and Discover New Series!			Avg. word count	
All About Rainforest Life	9780194643801	Level 3	1,271	600
Amazing Minibeasts	9780194643795	Level 3	1,271	600
Free Time Around the World	9780194643788	Level 3	1,271	600
Super Structures	9780194643818	Level 3	1,271	600
Wonderful Water	9780194643764	Level 3	1,271	600
Your Five Senses	9780194643771	Level 3	1,271	600
All About Desert Life	9780194644426	Level 4	1,696	750
All About Ocean Life	9780194644396	Level 4	1,696	750
All About Plants	9780194644402	Level 4	1,696	750
Incredible Earth	9780194644389	Level 4	1,696	750
Machines Then and Now	9780194644372	Level 4	1,696	750
Wonders of the Past	9780194644419	Level 4	1,696	750
Exploring Our World	9780194645003	Level 5		900
Great Migrations	9780194645010	Level 5		900
Homes Around the World	9780194644976	Level 5		900
Transportation Then and Now	9780194644990	Level 5		900
Wild Weather	9780194644983	Level 5		900
All About Space	9780194645607	Level 6		1050
Caring for Our Planet	9780194645591	Level 6		1050
Cells and Microbes	9780194645638	Level 6		1050
Clothes Then and Now	9780194645614	Level 6		1050
Food Around the World	9780194645577	Level 6		1050
Your Amazing Body	9780194645584	Level 6		1050
Oxford Reading Tree - Floppy's Phonics				
More Pack	9780198476689	Stage 1+		
More Pack	9780198476771	Stage 2		
More Pack	9780198476863	Stage 3		
More Pack	9780198478386	Stage 4		
More Pack	9780198478478	Stage 5		

New Book Releases - Fuisting

Stage 4 Pack	9780198476955	Floppy's Phonics Non-Fiction		
Stage 5 Pack	9780198477044	Floppy's Phonics Non-Fiction		
Stage 6 Pack	9780198477136	Floppy's Phonics Non-Fiction		
Oxford Reading Tree -				
TreeTops Myths and Legends				
Stages 9-10 Pack	9780198469414			
Stages 11-12 Pack	9780198469506			
Stages 13-14 Pack	9780198469599			
Stages 15-16 Pack	9780198469681			
Project X (5 readers + teaching notes)				
Habitat Pack	9780198477297	Stage 8		
Head to Head Pack	9780198477372	Stage 9		
Inventors and Inventions Pack	9780198477457	Stage 10		
Conflict Pack	9780198477617	Stage 10-11		
Trapped Pack	9780198477532	Stage 11		
Behind the Scenes Pack	9780198477693	Stage 12-13		

R.I.C. Publications -

ELT Readers

Book Name	**ISBN**	**Level**	**Word Count**	**Headword**
Scholastic ELT Readers (CDs available)				
Storm Hawks	978-4-90577569-9	Starter	930	300
Zoey 101: Dance Contest	978-1-90577517-0	Starter	1200	300
Hotel For Dogs	978-1-90577588-0	Level 1	3854	600
Merlin: Arthur and the Unicorn	978-1-90577586-6	Level 1	3926	600
The City of Ember	978-1-90577545-3	Level 1	4755	600
The Pink Panther 2	978-1-90577573-6	Level 1	4186	600
Barack Obama	978-1-905-77579-8	Level 2	6625	1000
The Mask of Zorro	978-1-90577577-4	Level 2	7387	1000
Night at the Museum 2	978-1-90577575-0	Level 2	6625	1000
Batman: The Dark Knight	978-1-90577540-8	Level 3	10345	1500
Michael Jackson	978-1-90577582-8	Level 3	9365	1500
A Lion Called Christian	978-1-90577592-7	Level 4	14963	2000
Slumdog Millionaire	978-1-90577590-3	Level 4	14943	2000
Easy Story House				
The Rich Man and the Shoemaker	978-89-6198-112-5	Beginner 1		100
Three Billy Goats	978-89-6198-113-2	Beginner 1		100
Thumbelina	978-89-6198-114-9	Beginner 1		100
Goldilocks and the Three Bears	978-89-6198-115-6	Beginner 1		100
The Enormous Turnip	978-89-6198-116-3	Beginner 1		100
Patch's Lucky Star	978-89-6198-117-0	Beginner 1		100
The Lion and the Mouse	978-89-6198-076-0	Beginner 1		100
The City Mouse and the Country Mouse	978-89-6198-081-4	Beginner 1		100
The Little Red Hen	978-89-6198-086-9	Beginner 1		100
Rumpelstiltskin	978-89-6198-118-7	Beginner 2		150
The Bremen Town Musicians	978-89-6198-119-4	Beginner 2		150
The Three Spinners	978-89-6198-120-0	Beginner 2		150
The Wonderful Musician	978-89-6198-121-7	Beginner 2		150
Little Ant Andy	978-89-6198-122-4	Beginner 2		150
Little Witch Wanda	978-89-6198-123-1	Beginner 2		150
The Elves and the Shoemaker	978-89-6198-091-3	Beginner 2		150
The Magic Fish	978-89-6198-096-8	Beginner 2		150

New Book Releases - Fuisting

Henny Penny	978-89-6198-124-8	Elementary 1		200
The Velveteen Rabbit	978-89-6198-125-5	Elementary 1		200
The Five Brothers	978-89-6198-126-2	Elementary 1		200
The Three Little Men in the Woods	978-89-6198-127-9	Elementary 1		200
Rapunzel	978-89-6198-128-6	Elementary 2		300
The Princess and the Pea	978-89-6198-129-3	Elementary 2		300
The Selfish Giant	978-89-6198-130-9	Elementary 3		350
Tom Thumb	978-89-6198-131-6	Elementary 3		350
Cengage				
Classical Comics -				
Classical Graphic Novel Collection				
A Christmas Carol	9781424042876		5241	
Romeo and Juliet	9781424042913		11789	
The Tempest	9781424042968			
DELTA Adventures in English (with Audio CD)				
Where's TOTO?	9781905085507	Level 1		
The Chariot Race	9781905085453	Level 1		
Danny's Blog	9781905085477	Level 2		
Red Rock	9781905085484	Level 2		
The Time Twins	9781905085460	Level 3		
Stranger in the Snow	9781905085491	Level 3		
Pageturners: New Series!				
Come Home	9781424046621	Level 1	3558	200
Soccer Crazy	9781424046539	Level 1	3500	200
Beautiful Game	9781424048779	Level 2	4580	300
Running Free	9781424046386	Level 3	4916	400
Heart of a Fighter	9781424046430	Level 4	5333	550
The Secret Beach	9781424018420	Level 5	6401	700
Picture in the Attic	9781424017959	Level 6	9373	900
Nature	9781424046584	Level 7	8246	1100
Danny Dark	9781424017935	Level 8	14755	1300
Bad Blood	9781424018390	Level 9	15141	1600
Joe Faust	9781424017966	Level 10	14331	1900
Reunited	9781424018406	Level 10	17648	1900
Mercy Killer	9781424017942	Level 11	19443	2200
Summertown Readers (with Audio CD)				
Room Service	9781905992089	Pre-intermediate		
Meet me in Brazil	9780462098807	Pre-intermediate		
Superstar	9780462098760	Pre-intermediate		
Peril in Venice	9781902741918	Intermediate		
Double Trouble	9780462098814	Intermediate		
The Top Floor	9780462098821	Intermediate		
Ekaterina	9781902741925	Upper-intermediate		
Sink or Swim	9780462098845	Upper-intermediate		
Awayday	9780462098838	Upper-intermediate		
Compass (with CD, workbook available)			Avg. word count	
Aesop's (Favorite) Fables	978-1-59966-193-3	Level 1	4000	550
Doctor Dolittle	978-1-59966-181-0	Level 1	4000	550
Grimm's Fairy Tales	978-1-59966-172-8	Level 1	4000	550
Just So Stories	978-1-59966-190-2	Level 1	4000	550
The Emperor's New Clothes	978-1-59966-175-9	Level 1	4000	550
The Happy Prince	978-1-59966-178-0	Level 1	4000	550
The Jungle Book	978-1-59966-187-2	Level 1	4000	550
The Wind in the Willows	978-1-59966-184-1	Level 1	4000	550
Anne of Green Gables	978-1-59966-220-6	Level 2	8300	750

New Book Releases - Fuisting

Peter Pan	978-1-59966-223-7	Level 2	8300	750
The Adventures of Tom Sawyer	978-1-59966-214-5	Level 2	8300	750
The Railway Children	978-1-59966-211-4	Level 2	8300	750
The Secret Garden	978-1-59966-217-6	Level 2	8300	750
White Fang	978-1-59966-208-4	Level 2	8300	750
20,000 Leagues Under the Sea	978-1-59966-244-2	Level 3	12300	950
A Christmas Carol	978-1-59966-253-4	Level 3	12300	950
Frankenstein	978-1-59966-250-3	Level 3	12300	950
Robinson Crusoe	978-1-59966-238-1	Level 3	12300	950
The Merchant of Venice	978-1-59966-226-8	Level 3	12300	950
Around the World in Eighty Days	978-1-59966-271-8	Level 4	18400	1150
Oliver Twist	978-1-59966-262-6	Level 4	18400	1150
Sense & Sensibility	978-1-59966-280-0	Level 4	18400	1150
Sherlock Holmes	978-1-59966-268-8	Level 4	18400	1150
Tales of Mystery & Imagination	978-1-59966-277-0	Level 4	18400	1150
The Moonstone	978-1-59966-274-9	Level 4	18400	1150
The Prisoner of Zenda	978-1-59966-283-1	Level 4	18400	1150
A Tale of Two Cities	978-1-59966-298-5	Level 5	23500	1350
Moby Dick	978-1-59966-295-4	Level 5	23500	1350
More Tales of Mystery and Imagination	978-1-59966-313-5	Level 5	23500	1350
Pride and Prejudice	978-1-59966-307-4	Level 5	23500	1350
Shakespeare's Comedies	978-1-59966-286-2	Level 5	23500	1350
Shakespeare's Tragedies	978-1-59966-289-3	Level 5	23500	1350
The Hound of the Baskervilles	978-1-59966-310-4	Level 5	23500	1350
The Importance of Being Earnest	978-1-59966-304-3	Level 5	23500	1350
The Invisible Man	978-1-59966-292-3	Level 5	23500	1350
Vanity Fair	978-1-59966-301-2	Level 5	23500	1350
Classic American Short Stories	978-1-59966-328-9	Level 6	31400	1550
Classic British Short Stories	978-1-59966-334-0	Level 6	31400	1550
Great Expectations	978-1-59966-319-7	Level 6	31400	1550
Jane Eyre	978-1-59966-322-7	Level 6	31400	1550
Nicholas Nickleby	978-1-59966-337-1	Level 6	31400	1550
Tess of the D'Urbevilles	978-1-59966-343-2	Level 6	31400	1550
The Phantom of the Opera	978-1-59966-325-8	Level 6	31400	1550
The Three Musketeers	978-1-59966-331-9	Level 6	31400	1550
The War of the Worlds	978-1-59966-340-1	Level 6	31400	1550
Wuthering Heights	978-1-59966-316-6	Level 6	31400	1550

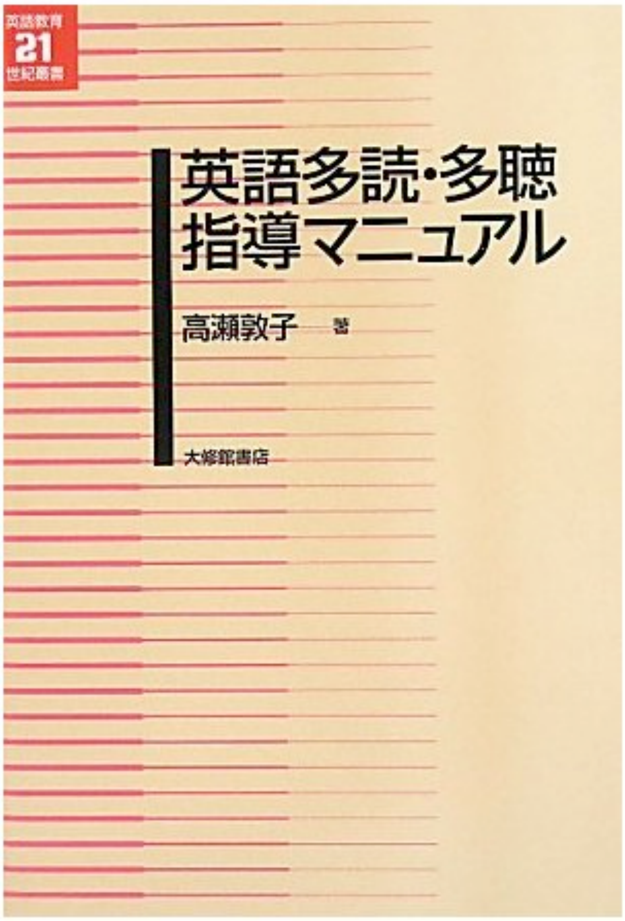
ERJ is the publication of the Extensive Reading Special Interest Group of the Japan Association for Language Teaching.

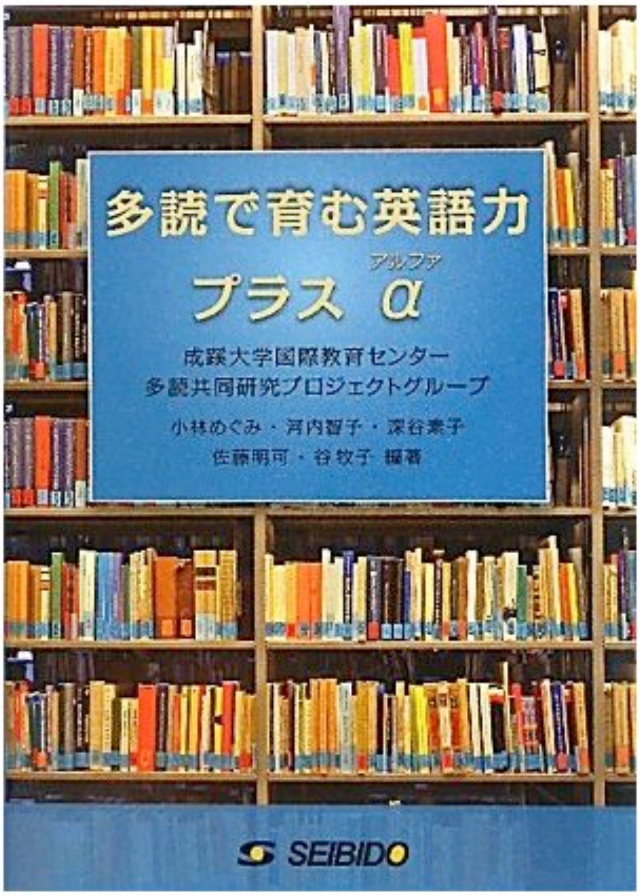
Editor - Daniel Stewart
Proofreaders - Fiona MacGregor, Mark Brierley, Frank Bailey, Andrew O'Brien.

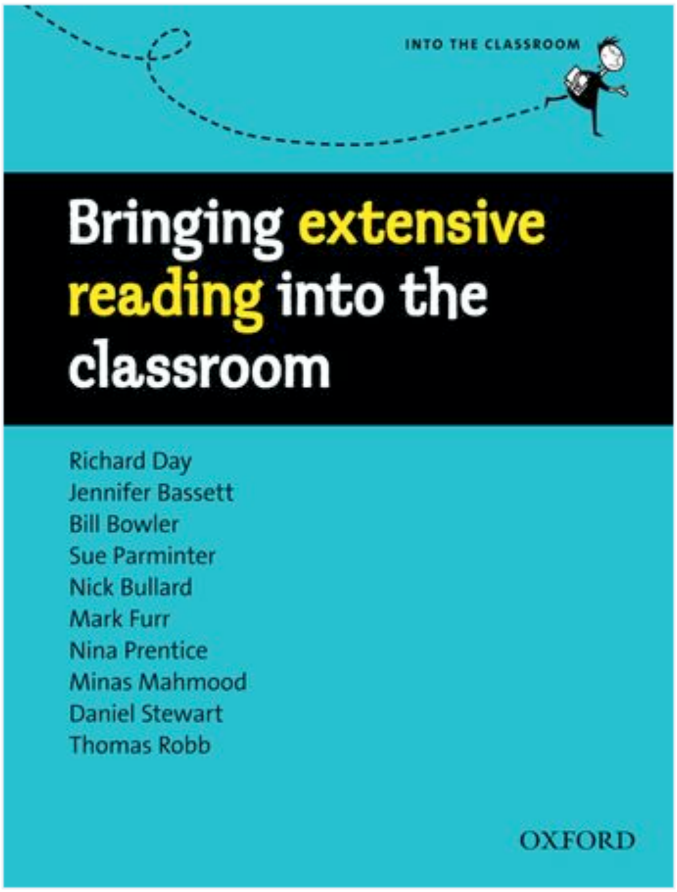
If you would like to contribute an article or help in another way, contact - stewart_reading@mac.com

Recent Books on ER by ER SIG Members

「著作権保護コンテンツ」
英語多読法
やさしい本で始めれば使える英語は必ず身につく
Furukawa Akio
古川昭夫
小学館
101
新書
「著作権保護コンテンツ」


英語教育
21
世紀叢書
英語多読・多聴
指導マニュアル
高瀬敦子 著
大修館書店


多読で育む英語力
プラス α
アルファ
成蹊大学国際教育センター
多読共同研究プロジェクトグループ
小林めぐみ・河内智子・深谷素子
佐藤明可・谷牧子 編著
SEIBIDO


INTO THE CLASSROOM
Bringing extensive reading into the classroom
Richard Day
Jennifer Bassett
Bill Bowler
Sue Parminter
Nick Bullard
Mark Furr
Nina Prentice
Minas Mahmood
Daniel Stewart
Thomas Robb
OXFORD

Recent ER Research

Compiled by Nozomu Sonda

1. Extensive reading in a challenging environment: a comparison of extensive and intensive reading approaches in Saudi Arabia

Faisal Al-Homoud & Norbert Schmitt

Language Teaching Research October 2009 vol. 13 no. 4 383-401

Many studies have shown that reading can have a beneficial effect on second language learning, but relatively few of these have focused on extensive reading in classroom environments over a period of time. This study compares an extensive reading class against a more traditional class involving intensive reading and vocabulary exercises. The classes were part of a Saudi college presessional course, and this classroom setting posed several problems for the extensive reading approach, including relatively weak students, an environment where pleasure reading is atypical, and the course being of short duration. The result is that the reported extensive reading class was carried out in what could be considered challenging conditions. Nevertheless, gain scores in reading comprehension ability, reading speed, and vocabulary acquisition showed that the extensive reading approach was just as effective as the intensive approach, even though some of the measurement instruments for these variables should have favored the intensive approach. Moreover, the extensive reading participants reported much more positive attitudes toward reading, their class, and their learning than the participants in the intensive reading group. Overall, these results indicate that, for the variables studied, the extensive reading approach was as good as, or better than, the more focused intensive reading approach.

2. Using Comprehensive Memory Cycle Updating in Extensive Reading

T.K. Chiu, T.I. Wang, J.H. Fu, T.C. Hsieh, C.Y. Su, K.H. Tsai,

Ninth IEEE International Conference on Advanced Learning Technologies, 2009, pp.666-668

English is a global language and thus learning it is important in many contexts. One way to approach this learning task is to undertake extensive reading of English texts. However, if students have an inadequate vocabulary, it is difficult for them to select appropriate articles to read. To address this problem, a number of studies have applied the theory of the memory cycle to help learners memorize words more efficiently. However, the method is inefficient when it just uses to update the memory cycle of the target words directly. In this work we propose a new framework, comprehensive memory cycle updating, which can not only update the memory cycle of the word directly, but also can update the memory cycle indirectly via learner response. This framework can reduce the number of times a learner needs to review a word in order to memorize it. In addition, by adopting the concept of the memory cycle, this framework can find articles, which contain words that the learners have already learned, as well as those they have almost forgotten.

3. Extensive reading through the Internet: is it worth the while?

Juan Pino Silva
International journal of english studies

Reading materials written in English is the prime goal of many reading programs around the world. Extensive reading (ER) has for years aided new students at my institution to gradually acquire large vocabularies and other sub-skills that are needed to read fluently. To continue to do that effectively, a new scheme involving the use of internet - called w-ERP- was set in place in collaboration with the students. The main focus of this article is to describe the 3-phase, gradual process that led to the current design of the web-based ER scheme. The paper begins with a brief discussion of ER, reading on line (RO) and self-directed learning as part of the rationale for the new scheme.

Participants? preliminary data on the benefits and potentials for learning to read and reading for learning other things are discussed.

4. Teacher modeling: Its impact on an extensive reading program

Jason Kok Khiang Loh

Reading in a Foreign Language October 2009, Volume 21, No. 2

This case study investigates whether teachers model reading in 1 Singapore primary school during an exercise called uninterrupted sustained silent reading (USSR) carried out in the classroom. Even though reading is an important determinant of a student's growth in language skills and ability, and modeling the act of reading is essential in influencing students, we hypothesize that teachers do not model the act of reading. This study seeks to find out if teachers practice what they preach about reading by making the effort to model the act of reading. This study uses an observation log, questionnaire surveys, and semi-structured interviews. Fifty teachers were observed during USSR daily for 10 weeks and surveyed. Purposeful and systematic samplings were used to identify the teachers for the interviews. The study confirms our hypothesis that even though the teachers believe in the importance of reading and modeling, they do not model reading.

5. Why and how textbooks should encourage extensive reading

Dale Brown

ELT J (2009) 63 (3): 238-245.

Extensive reading is believed to have considerable benefits for learners both in terms of learning gains and motivation and seems to be becoming ever more popular in the ELT world. So far, however, there seems to be almost no integration of extensive reading and textbooks.

This article argues that textbooks should be encouraging extensive reading, since this will confer further legitimacy on extensive reading and may ease many of the practical difficulties that adopters of extensive reading face. The article then shows how textbooks could encourage extensive reading: directly, by including material involving extensive reading; and indirectly, by approaching textbook reading activities in ways more in tune with extensive reading. A number of proposals for each of these approaches are discussed.

6. Extensive Reading Program Which Changes Reluctant Engineering Students into Autonomous Learners of English

Nishizawa, Hitoshi; Yoshioka, Takayoshi; Itoh, Kazuaki

This article introduces extensive reading (ER) as an approach to improve fundamental communication skills in English of reluctant EFL learners : average Japanese engineering students. It is distinct from concurrent translation approach from a perspective that the learners use English instead of Japanese to grasp the meaning of what they read and enjoy reading. In the ER program at Toyota National College of Technology, many students developed more positive attitude toward English, increased their reading speed, and achieved higher TOEIC scores, which was compared to those of the students before this ER program was introduced. Comparison between three groups of the students showed strong correlation between their TOEIC scores and the reading amount.

7. Investigating Teacher Attitudes to Extensive Reading Practices in Higher Education: Why Isn't Everyone Doing It?

John Macalister

RELC Journal April 2010 vol. 41 no. 1 59-75

This paper reports on interviews conducted with 36 teachers involved in university preparation courses at language teaching centres in New Zealand. The interviews were designed to investigate teacher attitudes to extensive reading in higher educational contexts, and current practice in such contexts. While teachers expressed positive beliefs about the language learning benefits of extensive reading, these beliefs did not generally result in the inclusion of extensive reading in the classroom programme. This may reflect the realities of the wider educational context. If extensive reading is to be more widespread in higher educational contexts, it needs to be promoted through teacher education, new research, changes in course design, raising awareness among administrators and managers, and improved resource provision.

8. To Explore "One-stop" English Multimedia Networking Teaching Based on Google??A Case Study of English Extensive Reading

SUN Kun

Modern Educational Technology, 2010-04

The paper explores "one-stop" English multimedia networking teaching based on Google which is supported by Site as backboned, as well as main tools such as Doc, Notebook, Calendar etc. English Extensive Reading, as a case, is exemplified to display the steps of establishing "one-stop" teaching. Such "one-stop" teaching not only saves hardware consumption, but integrates multimedia teaching with net learning, which is able to form learning community based on web easily, so as to improve teaching effect significantly. Being user-friendly, such "one-stop" teaching based on Google, is expected to play an important role in future teaching.

9. Come to an Enjoyable Class: EFL Extensive Reading

Arwijati Wahjudi

TEFLIN Journal: *A publication on the teaching and learning of English*, Vol. 13, No 2 (2002)

This paper argues that an Extensive Reading Class is not a place for reading only, where students read and, therefore, may become better readers. In fact, lots of interaction among students, between student(s) and teacher, can happen, and this happens in an EFL natural situation. The students have something to talk about and are ready to share with the teacher and the other students what they have read. Questions asked are real questions, not comprehension or leading questions. Higher level questions, asking for opinions and feelings, are asked without the students being told to ask these kinds of questions. Students' opinions and feelings are expressed simply because they are necessary. Because of its potential as a place where students can exercise somewhat real language with little burden, if any, the writer suggests that Extensive Reading courses be offered at all levels in the English Department, starting from the first year.

10. The Language Learning Benefits of Extensive Reading: Teachers Should Be Good Role Models

Gopala Krishnan, Rozlan Abdul Rahim, Rasaya Marimuthu, Rahman Bin Abdullah, Faizah Mohamad, Kamaruzaman Jusoff

English Language Teaching, Vol 2, No 4 (2009)

Visioning a world class university is certainly an appropriate target for a university. Realizing this vision would need an expansion of knowledge and greater English proficiency as in this period of history, English is the language of IT which is an important key to acquiring knowledge. Using a sample of 40 level one students from UiTM Dungun this study found that in tandem with studies done elsewhere, extensive reading does seem to make a difference in the proficiency level of the students. Further the study also found that students who have a positive predisposition towards English read more and achieved better grades. However the study found no difference in the amount of reading done by boys and girls. The study discussed qualitatively the ability of teachers to inculcate the reading interest in the students, thus it is a triangular study which employs quantitative and qualitative means.

The First Extensive Reading World Congress

Extensive Reading: The Magic Carpet to Language Learning

3-6 September 2011 **Kyoto, Japan**

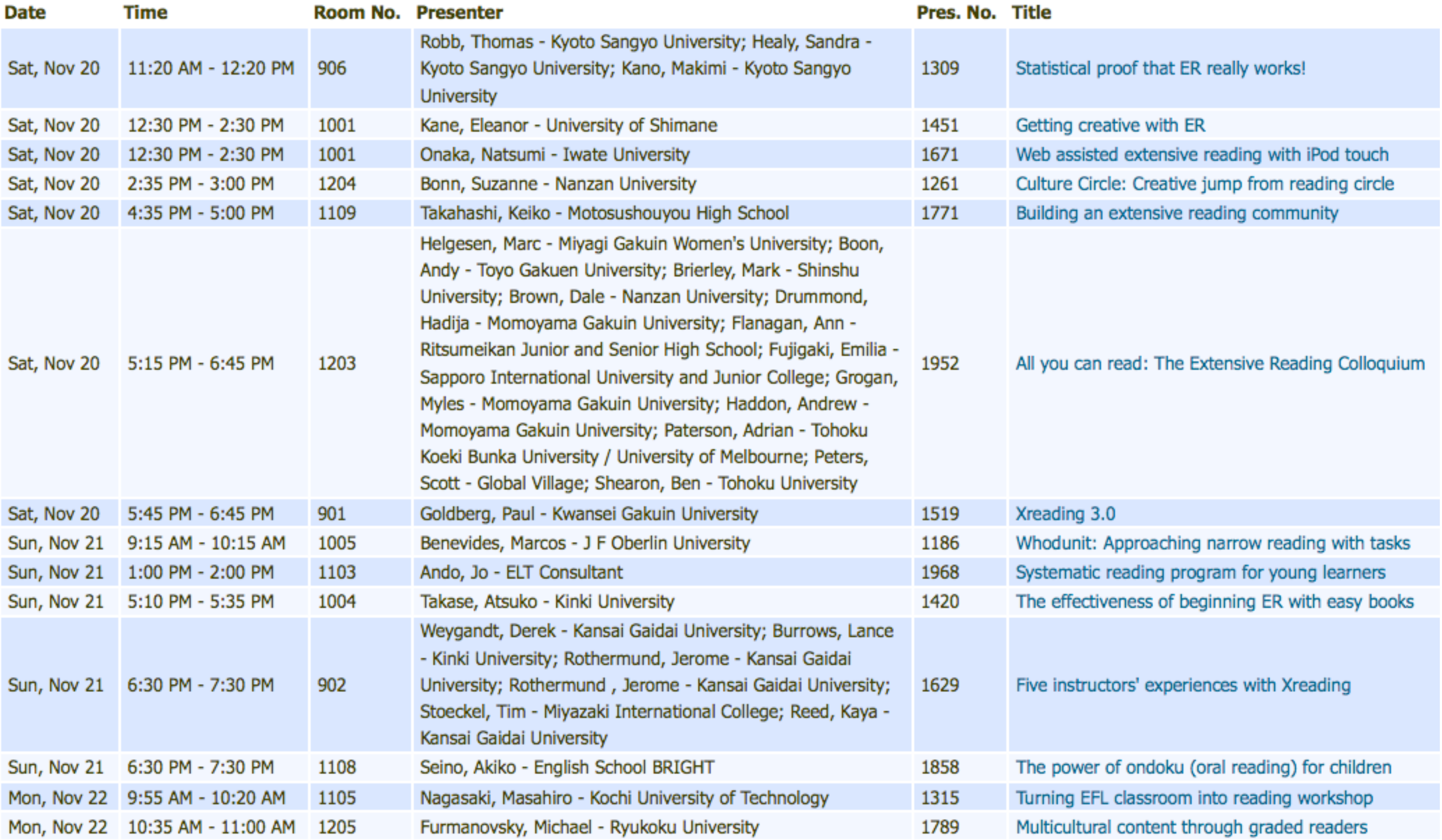
The Extensive Reading Foundation announces the **First Extensive Reading World Congress**, to be held on the campus of Kyoto Sangyo University, Kyoto, Japan from 3-6 September 2011. The World Congress represents the first time for all those involved with the extensive reading approach -- teachers, scholars, writers and publishers -- to gather under one roof for a conference dedicated purely to extensive reading.

Important Dates	
Opening of the proposal application process	1 September 2010
Start of pre-registration (Earlybird)	1 February 2011
Deadline for proposal submissions	28 February 2011
Announcement of proposal decisions	1 May 2011
Deadline for presenter confirmations	15 June 2011
Announcement of schedule (subject to change)	30 June 2011
Start of regular pre-registration	1 July 2011
Close of pre-registration	15 August 2011
JERA Workshop & ERF Pre-conference Workshops	3 September 2011 (Sat.)
Congress concurrent sessions - Day 1	4 September 2011 (Sun.)
Congress concurrent sessions - Day 2	5 September 2011 (Mon.)
Post-conference workshops	6 September 2011 (Tues.)
Deadline for Proceedings Submissions	31 October 2011

Co-sponsored by
The JALT ER SIG
and JERA

http://erfoundation.org/erwc1/

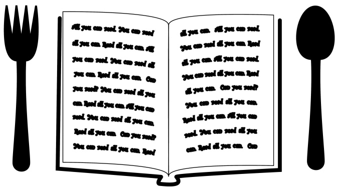
ER Presentations at JALT



Date	Time	Room No.	Presenter	Pres. No.	Title
Sat, Nov 20	11:20 AM - 12:20 PM	906	Robb, Thomas - Kyoto Sangyo University; Healy, Sandra - Kyoto Sangyo University; Kano, Makimi - Kyoto Sangyo University	1309	Statistical proof that ER really works!
Sat, Nov 20	12:30 PM - 2:30 PM	1001	Kane, Eleanor - University of Shimane	1451	Getting creative with ER
Sat, Nov 20	12:30 PM - 2:30 PM	1001	Onaka, Natsumi - Iwate University	1671	Web assisted extensive reading with iPod touch
Sat, Nov 20	2:35 PM - 3:00 PM	1204	Bonn, Suzanne - Nanzan University	1261	Culture Circle: Creative jump from reading circle
Sat, Nov 20	4:35 PM - 5:00 PM	1109	Takahashi, Keiko - Motosushouyou High School	1771	Building an extensive reading community
Sat, Nov 20	5:15 PM - 6:45 PM	1203	Helgesen, Marc - Miyagi Gakuin Women's University; Boon, Andy - Toyo Gakuen University; Brierley, Mark - Shinshu University; Brown, Dale - Nanzan University; Drummond, Hadija - Momoyama Gakuin University; Flanagan, Ann - Ritsumeikan Junior and Senior High School; Fujigaki, Emilia - Sapporo International University and Junior College; Grogan, Myles - Momoyama Gakuin University; Haddon, Andrew - Momoyama Gakuin University; Paterson, Adrian - Tohoku Koeki Bunka University / University of Melbourne; Peters, Scott - Global Village; Shearon, Ben - Tohoku University	1952	All you can read: The Extensive Reading Colloquium
Sat, Nov 20	5:45 PM - 6:45 PM	901	Goldberg, Paul - Kwansei Gakuin University	1519	Xreading 3.0
Sun, Nov 21	9:15 AM - 10:15 AM	1005	Benevides, Marcos - J F Oberlin University	1186	Whodunit: Approaching narrow reading with tasks
Sun, Nov 21	1:00 PM - 2:00 PM	1103	Ando, Jo - ELT Consultant	1968	Systematic reading program for young learners
Sun, Nov 21	5:10 PM - 5:35 PM	1004	Takase, Atsuko - Kinki University	1420	The effectiveness of beginning ER with easy books
Sun, Nov 21	6:30 PM - 7:30 PM	902	Weygandt, Derek - Kansai Gaidai University; Burrows, Lance - Kinki University; Rothermund, Jerome - Kansai Gaidai University; Rothermund , Jerome - Kansai Gaidai University; Stoeckel, Tim - Miyazaki International College; Reed, Kaya - Kansai Gaidai University	1629	Five instructors' experiences with Xreading
Sun, Nov 21	6:30 PM - 7:30 PM	1108	Seino, Akiko - English School BRIGHT	1858	The power of ondoku (oral reading) for children
Mon, Nov 22	9:55 AM - 10:20 AM	1105	Nagasaki, Masahiro - Kochi University of Technology	1315	Turning EFL classroom into reading workshop
Mon, Nov 22	10:35 AM - 11:00 AM	1205	Furmanovsky, Michael - Ryukoku University	1789	Multicultural content through graded readers

and the ER SIG Annual General Meeting in room 1203 after the Colloquium (Sat.6:45)

ALL
YOU CAN
READ



The Extensive Reading Colloquium at JALT 2010

Saturday November 20th
5:15- 6:45
Room 1203

- 9 Presentations on ER
- The ERF Language Learner Literature Award winners will be announced.
- Free book giveaway!

Marc Helgesen	Guided journeys: a different sort of reading task.
Andy Boon	Creative ideas for conducting Extensive Reading courses
Mark Brierley	An algorithm for measuring reading level
Dale Brown	Creative activities for reflecting on reading
Emilia Fujigaki	Evaluation of the Easy Reading Class for Individual Gains
Myles Grogan, Hadija Drummond & Andrew Haddon	Extensive Reading in productive English classes: a pilot program
Adrian Paterson	Formulaic Language: Another great reason to encourage extensive reading
Scott Peters	Using comic books with your classes
Ben Shearon	A Motivational System for Administering Student Reading

The 4th Annual Extensive Reading in Japan Seminar

Sunday, February 13th, 2011

10:00 a.m. - 4:00 p.m.

Okayama University

A whole day of ER presentations

Plenaries by

Rob Waring and Atsuko Takase

www.erjseminar.org