

ERJ

Extensive Reading in Japan
The Journal of the Extensive Reading SIG
of the Japan Association for Language Teaching

SPECIAL ONLINE ISSUE:

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Message from the Editor

From time to time researchers submit articles which can not go in a standard issue of *ERJ*. Sometimes they are too long, or do not fit in well with the usual format. This is a problem as they are often articles which would be of interest to the readers of *ERJ*. To rectify this situation, we are releasing this Special Edition of *ERJ* containing three such articles. In the future, we plan to release one Special Issue of *ERJ* each year to give researchers a place to publish worthy articles, that we would otherwise not be able to publish.

The lead article by Jake Arnold discusses Gamebooks and includes a 14 page sample chapter which we would not have been able to include in a regular edition of *ERJ* because of the length. If you have any questions or advice for Jake Arnold, please contact him at <jakearnold@yahoo.com>.

Mayumi Asaba's article describing using *Tuesdays with Morrie* with her students could be considered by some to be intensive reading rather than extensive reading. Her article is included here as it shows the potential strength of using a class reader.

Rory Rosszell also deals with the class reader issue and brings in the opinions of the most important people - the students. This article would be too long for a regular issue of *ERJ*.

If you would like to contribute an article or volunteer to work on the *ERJ* production team, contact me at stewart_reading@mac.com

Daniel Stewart



ERJ Seminar 2010

Reading to Survive! – Task-based extensive reading for the de-motivated.

Jake Arnold

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Introduction

This article has two sections. This first section is an explanation and justification of a new form of extensive reading material known as a Gamebook. The second section is a chapter of a Gamebook for you to read and use. If you are one of those people who like to try things first and then think about it, then please go forward about six pages to the first chapter of the Gamebook, “Vampire Hunter”. Please feel free to copy and use this chapter with your students. Don’t forget to read this section afterwards, though! If you would like to first know why you should read that chapter, then please continue reading this section.

This section has two parts. In the first part I will explain what Gamebooks are, why I think of them as task-based reading material, and how they differ from usual extensive reading material including ‘Interactive’ readers. In the second part I’ll explain why Gamebooks are a good choice of reading material for both the de-motivated student and their, possibly, quite de-motivated teacher!

What are Gamebooks?

Gamebooks are a form of extensive reading material similar to graded readers. They are written for students of a foreign language at a difficulty level that will allow them to understand almost everything, without the need to consult a dictionary. They are written for students to enjoy reading, based on themes that they will be interested in.

The main purpose of Gamebooks is reading for pleasure, but in a slightly different way to that of usual graded reader. Whereas the pleasure of reading a graded reader is intrinsic in the act of reading itself, the pleasure of reading a Gamebook comes from successfully finishing it. This goal-orientated, meaning focused activity is why we consider reading Gamebooks to be task-based reading.

A Gamebook is, as the name suggests, both a game and a book. Gamebooks are written in the second person, making the reader the central character in the story. The reader makes choices about what this character does in the story, leading finally to success or failure in achieving the final goal of the game and thereby completing the book. Gamebooks are therefore not written as a continuous narrative, but are divided into numbered text sections that the reader moves between according to the

choices they make. Clues, hints and important information are given in the text sections, which help the reader to make the best choices and reach the desired goal.

Gamebooks are not the only kind of task-based extensive reading material. 'Interactive' graded readers (e.g. the Oxford Interactive Series) may also lay claim to this title. A Gamebook differs from an 'Interactive' graded reader however, in that the reader has an 'Adventure Sheet' on which they have to keep a record of certain information. Depending on the kind of Gamebook, this information can include health, time, items carried, important information, and maps. This difference really makes the book interactive (as opposed to merely active?) by making the reader a quantifiable element in the book, resulting in, we believe, a greater feeling of involvement in the material and therefore higher motivation to read and continue reading.

Gamebooks differ from a graded reader in another way. The fact is that Gamebooks are not necessarily purely extensive reading material. With hints and clues embedded throughout the text, students may feel the need for intensive study of a text, re-reading and even translating, so that the reader can successfully understand the text, make the right choices and thereby complete the Gamebook. In this way, writers of Gamebooks can be more relaxed about using words that readers will not know, as readers will be more motivated to find out the meaning and therefore make the right choice, than a reader of a graded reader who is purely reading for pleasure.

An Example

Here is a room in an early Gamebook, "Dark Mountain", in which the reader is a hero in a fantasy world who must rescue his family from inside Dark Mountain. In this Gamebook, the reader must draw a map of the tunnels and rooms inside the mountain, and keep a record of hit points and items found while reading.

<p>1. A big goblin is sitting down behind a table and eating some smelly food. He is not happy and looks very strong and dangerous! He has a big red key in his pocket! The goblin looks at you and smiles. "Are you the new cook?" he asks. What are you going to say? "Yes." (Go to 2) or "No. Give me the key!" (Go to 7)</p>
<p>2. He looks at you carefully and smiles a little. "Do you cook badly?" he asks. Will you say "Yes" (go to 3) or "No." (go to 4)</p>
<p>3. "I don't want a bad cook" he shouts! Go to 7</p>
<p>4. He smiles again. "Are you sure?" he asks. Will you say "Yes." (go to 6) or "No" (go to 7)</p>
<p>5. "No! So, maybe you are a bad cook!" Go to 2.</p>
<p>6. "Good. This food is very bad!" he says. "There is some meat and spices behind the metal door. You need this key. The goblin gives you a red key. (Write 'Red key' on your Adventure Sheet) You leave the room. Well done! You got the key with no trouble! Go to 8</p>
<p>7. The goblin boss stands up and throws food in your face! You must fight him! He is big and strong and you lose 3 hit points in the fight! Finally you win. You take the red key from the goblins pocket (Write 'Red key' on your Adventure Sheet) and leave the room. Go to 8</p>
<p>8. The adventure continues ...</p>

Why use Gamebooks?

Why do extensive reading?

Extensive reading is generally considered an important element in EFL/ESL programs. Huge amounts of extensive reading material in the form of graded readers is being produced by major publishers. Groups, conferences and papers abound extolling its virtues.

In terms of actual support for the approach, there are a lot of strong theoretical arguments for the use of extensive reading as part of a foreign language course, to not only help improve reading fluency but also other areas of language ability (Nation, 1997). There are even those who believe that extensive reading is a necessary part of language programs.

“.. it is *fundamental mistake* to consider sustained silent reading as supplemental, or optional. Extensive reading (or listening) is the *only* way in which learners can get access to language at their own comfort level, read something they want to read, at the pace they feel comfortable with, which will allow them to meet the language enough times to pick up a *sense* of how the language fits together and to consolidate what they know” (Waring, 2009).

There are those however who would argue that quantifiable research in this field is not sufficient to justify such a strong belief. Talking of experimental studies of foreign language extensive reading, Susser and Robb (1990) state that, “..methodological problems make many of their results worthless.” They do go on to state however that, “In any case, we believe on the grounds of experience that there are good reasons for using the extensive reading procedure much more than it is being used today.”

The fact that there is no conclusive empirical research in support of extensive reading in the field of teaching foreign languages does not mean that it is not worth doing. In theory and in practice it seems very strongly supported.

If extensive reading is considered a valuable addition to language learning programs then, especially for the de-motivated, we would argue that Gamebooks are even more valuable. We believe the Gamebook format has certain advantages over the graded reader format in terms of motivating the de-motivated, checking students have read and re-readability. We will now discuss these ideas in detail.

Motivating the de-motivated

It is sometimes difficult to get students interested in reading using graded readers. We believe that Gamebooks are better at motivating some students to read than graded readers. Not only do Gamebook-style publications have a proven record of increasing motivation in non-EFL fields, but also our successful trials of a Gamebook in the EFL classroom has lead us to believe that this format is more motivating.

The ‘Gamebook’ format is not a new idea. The ‘Choose your own Adventure’ and ‘Fighting Fantasy Gamebook’ series have sold millions of copies over the past 30 years (Lodge, 2007) and have been found to be effective in motivating reluctant, especially male, readers. Chooseco actually produced a set of Gamebooks called the Reluctant Readers series. Material with the Gamebook format has however, yet to be published for use in the field of foreign language education.

Our first trial Gamebook, “Dark Mountain”, motivated our readers more than the graded readers available at the self-access library of graded readers in our school. We had 499 1st and 2nd year male Japanese senior high school students read the trial Gamebook, “Dark Mountain”, in the classroom during a regular 50 minute class. Observations of students’ response to the material were discussed by the three teachers involved and the students answered a questionnaire in Japanese.

- Observations - Our students attend a private high school with a strong focus on sports. Students are generally well disciplined but in a questionnaire completed by 125 first year high school students in 2006, only 40% expressed a strong interest in communicating in English. The trial of Dark Mountain was performed in the last class before the end-of-term exams, where most other teachers allow the students to prepare for the exams on their own. We were worried therefore that

the students would have a negative reaction to being asked to read something non-exam orientated. The students' response to the reading material was better than we could have imagined, with even those with usually very low motivation engaged in reading the Gamebook. Where there was not silence, there was the sound of students talking about the book, about how far they had progressed and how they had dealt with the challenges so far. It seemed to the teachers involved to be a resounding success. So successful, in fact, that we have written two more trial chapters!

- Questionnaire - We gave a simple questionnaire to the students who read "Dark Mountain" containing the questions seen in the graph below. The questions were in Japanese and the students did not see the second question until after reading. The results of this questionnaire seem to reflect the teachers' positive impression discussed above and suggest that the Gamebook format is more motivating for these students than other reading material they have experienced.

	BEFORE READING I like reading books in English. (Rating from 1-5)	AFTER READING I liked reading this book (Rating from 1-5)
1 st year students	2.5	3.9
2 nd year students	2.4	3.9

The first chapter of our second Gamebook, "Vampire Hunter", was trialed with 2nd year male high school students on November 12th, 2009 in a similar situation to the above trial. We gave out questionnaires asking students if they would like to read the next part of the story. Out of 157 responses to this questionnaire, 123 (78%) answered that they would like to, with 34 (22%) responding in the negative. Given that the students in our school are not highly motivated towards learning English, we find this result significant.

Checking Students have Read

One of the problems often connected with graded readers is how do teachers who include extensive reading in their courses, know that students have actually read what they say they have read. And, sometimes more importantly, how do they do this without creating a lot of extra work for themselves! The Gamebook format has built in solutions to these problems.

While reading a Gamebook, students must record items found, clues, hit points, maps etc. on an Adventure Sheet. By looking at this recorded information, the teacher can check whether the student is actually reading the text or not. When students claim to have finished the book, it is easy for a teacher to look at the Sheet to check whether this is true. If, for example, the reader needs the 'red key' to open the exit door and there is no key on the students Adventure Sheet, then the student has not correctly completed the text and must try again.

Students who read carefully and understand what they are reading will achieve the goal of the book. All the choices given in the Gamebook have a fairly obvious correct choice, based on hints in what has been read previously or the students' knowledge of English. If the text is read carefully, the reader will be able to finish the story on the first attempt. If the reader merely chooses the next section at random then they will fail and have to start the book again.

As you can see in the above example from Dark Mountain, clues are embedded in the text so that a careful reader can make the right decisions. In section 1, the goblin is described as "strong and dangerous", giving the reader a hint that aggression might not be the best option. The reader must think carefully to give the right answers to the goblin's questions and if they do so they can progress in the story without loss of hit points.

We write Gamebooks with careful consideration for our de-motivated students. There are some students who will try to finish some activities as quickly as possible with the minimum of effort. A number of safeguards have been written into the text of the Gamebooks to encourage this kind of student to read carefully. There are dead ends for students who pretend to have items they do not, fake sections which promise fantastic rewards and lead nowhere for students who just skim through

the sections looking for the end and 'jumps', where a reader is not given a choice but must discover the next section by finding the answer to a puzzle or using numbered items or keys. Students MUST read carefully and they cannot 'cheat'. We think this makes the Gamebook format motivating not only for students but for teachers as well!

Re-readability

There are several features of Gamebooks which mean that the reader is likely to re-read a text section a number of times. This re-reading can help students to strengthen familiarity with linguistic patterns and vocabulary used in the book, increasing the materials pedagogic value.

When the reader is faced by a choice, usually at the end of each text section, they will tend to re-read the text section looking for information that will help them make the correct choice. Since the books are written so that this kind of reader is successful, even students who start off rushing through the book will learn, hopefully, the wisdom of re-reading for useful information.

The reader of a Gamebook may need to re-start the book a number of times before they are able to finish the game. The books are written at a level of difficulty that the first time reader will probably fail but enjoy the experience enough to want to try again. They will then re-read the book, looking for the way to succeed, re-examining text sections for further hints on how to complete the story.

Even students who have finished can read again trying to complete the story in less time, with less damage or simply to explore different areas of the book. Having played this kind of book myself, I know that its fun to look back through a book and see what would have happened if I'd taken a different path.

Conclusion

The purpose of this paper was to introduce Gamebooks to you; to let you know what they are and why you might want to give your students the option of using them. The use of the Gamebook format to motivate L1 readers, and the L2 reading trials that we have done so far, seem to suggest that this kind of material might be enjoyable for your de-motivated readers. If you are concerned that your students will simply turn to the last section and declare that they have finished, then the 'Adventure Sheet' provides you with a way of avoiding this, without having to further overburden yourself with marking summaries or comprehension questions. You may find that students actually re-read the text several times.

We know that Gamebooks are not a magic solution to the problem of getting de-motivated students to read. The titles we have so far worked on have been aimed at male Japanese high school students. Whether the same titles would be as effective at motivating female students is doubtful, but whether the same Gamebook format with different themes might work is something that we plan to research. At what age readers would consider the format 'childish' or 'silly' is unknown. There are many questions still to be explored.

For those of you who haven't tried Vampire Hunter yet, we hope that you will, at least, try it yourself. For those who have tried it, we would love any feedback from you or your students. The first full length Gamebook, "Snake Island" is almost ready! Please contact me, Jake Arnold, with any ideas or to volunteer to test play more Gamebooks at <jakearnold@yahoo.com>.

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Vampire Hunter!



By Jake Arnold and Rob Middleton

INTRODUCTION

This book is a story and it is a game. You are the hero or heroine! You can see information about yourself on the Adventure Sheet below. Copy the Adventure Sheet onto a piece of paper so you can change it easily while you are reading.

- Hit Points - You have 10 hit points which is your health. If your hit points become 0, then you must start the book again!
- Items - During the story you will pick up some items. The section will tell you to write down the item on your Adventure Sheet. You have no items at the start of the story.
- Hints - There are some hints in the story. It's a good idea to write down the hints so you can remember them. You have no hints at the start of the game.
- Timer - Sometimes you must use this. The story will tell you.

Read section 1 of the story, on the next page, and then jump to the next section when you have finished. Sometimes, you will have choices. Be careful! Some choices are good, but some are bad. You must read carefully!

Good luck!!

<i>Hit Points</i> 10	<i>Items</i>
<i>Hints</i>	<i>Timer</i> __ :00

Chapter One

1. You are on vacation with your parents in Europe. Now, you are in Transylvania. One evening, you arrive in a small town called 'Battenburg' and park your rental car in front of the Rose hotel. You check in to the hotel. You have to share a room with your parents tonight! After a bad dinner, you all go to bed. In the middle of the night you wake up. There is a storm! It is raining and the wind is strong. You get up and go to the bathroom. You have a small flashlight. You use this to find the door. (Go to section 18)



45. Guide to Transylvania



Transylvania

Battenburg is a quiet town.

It is famous for Castle Dracula. The castle is about 10km from Battenburg. The Dracula family doesn't live in the castle now. Nobody lives there and the door is locked. Some people think that there is a secret way into the castle basement.



Count Dracula

2. You turn the handle. The door is pushed open by the water. The water also pushes you through the door! It's a waterfall!! You fall down about three meters into another room Ouch! You lose 2 hp. (Go to 88)

3. You open the blue door. The clerk is standing in front of you. He moves towards you and then everything goes black. (Go to 91)

4. You finished the game! Go to 91.

5. You find a cold pack. You put it on your head and feel better. (Go to 54).

6 What are you going to say? Will you say, "Excuse me. Where is the toilet?" (70) or shout, "Where is my family?!" (21)?

7. "You are not kind, but we must help each other. The key for this door is over there in the corner." she says. You go to the corner and fall into a hole full of cold, dirty water! You smell very bad and are very cold. Lose 1 hp. The prisoner is laughing. "Now we both smell bad!" she says. You go back to the metal door. (Go to 79).

8. The sun goes down and it becomes dark. You think something is watching you! You can see something moving in the trees. The moon rises and you see a wolf on a hill. It howls. There are wolves in the trees around you! You walk more quickly. Do you have a whistle? No (33) or Yes (89)



9. You are running on the left of the castle. Many bats fly out of a small hole in the hill. The wolves are very near so you jump in the hole. It's a very small hole but you go through and fall. It's very dark so you use your flashlight. There is a tunnel and a bad smell. You can see the wolves have stopped at the hole. You walk down a tunnel into a room. (Go to 15)
10. A big zombie is standing behind the door. You try to hit him with the frying pan but miss and hit the wall. Lose 1 hit point! The zombie stops and laughs at you! You take out your mother's necklace and the Zombie becomes dust in the white light from the necklace. Cool! (Go to 60).
11. You start to run away and hear the man running behind you. You run down the road. On the right you can see an old man standing by a church. He is shouting and moving his arms. On the left you can see a dark narrow street. Will you go to the old man by the church (69) or run down the dark narrow street (35)?
12. You open the door. You see something move, hear a screaming sound and feel a bite on the shoulder. You lose 1 hp. (Go to 47).
13. "You must be strong! You have no choice!" (Go to 80)
14. You run up the stairs. You can hear Igor hitting the door at the bottom of the stairs but you locked it so you are safe! Congratulations!! You made it out of the basement!! This is the end of Chapter 1.
15. You are in a big natural room, a cave. The smell is very bad! You can hear some sound from above you so you look up. There are many, many bats on the ceiling and lots of green 'water' on the floor. The smell is really bad and you feel sick. You see a strange shape on the floor. Will you go to look (64) or will you look for an exit (85)?
16. You can make a good guitar strap, but you need strings! The leather doesn't make any noise. You lose 1 minute from the timer. Go back to 43.
17. The toy drum makes a noise but it's not very loud. You don't think this is a good way to get the key. Reduce the timer on your adventure sheet by 1 minute and go back to 44.
18. You are in the bathroom. The storm is very noisy. Suddenly you hear glass breaking in the bedroom. You hear shouting and screaming. A voice shouts, 'Take them!' You run to the bathroom door and start to open it. You hear a loud noise and the door opens very quickly. The door hits your head and everything goes black ... (Go to section 62)
19. You hear the door opening and the sound of walking. Then the door closes and you hear the key in the lock again. Will you play the guitar now (68) or wait (84)?
20. You go down the street. There is an intersection. Will you go left (71) or right (48)?
21. The zombie makes a very loud angry noise like an animal. You are very scared and try to run away. You run into the wall and hurt your head. Ouch!! Lose 2 hit points. Go to 47.
22. Good idea! You find some different kinds of wire and put them on the guitar. Not great, but it makes some noise. (It takes 1 minute so change the timer on your Adventure sheet). You need to find something to make it louder. What will you use? There is an old refrigerator (31) or an amplifier (45).

23. You are running down the road in front of Castle Dracula. There are wolves very close behind you! The castle door is big and it is not open. To the left of the hill you can see many bats flying out of the hill. Where will you go? Straight to the gate (74), to the left (9) or to the right (42)



Castle Dracula

24. You walk all day. You are very hungry. Do you have any food? Yes (77) or No (59)

25. You open the door! There is a bright light from your mother's necklace. You see a big zombie become dust when it is hit by the light. Lucky! Go to 60.

26. You go down the stairs to the lobby. The hotel clerk is talking on the telephone. He is very tall and doesn't look very friendly. You hear him say "It is clean. There is no problem." When he sees you he drops the phone. He looks shocked. He says "Good morning .. your parents went .. went for a walk ... yes, they went for a walk .. ummm ... Would you like some breakfast?" What will you do? Say "Yes" (82) or "No" (75)



27. There is a woman behind the bars. She is lying on the floor. When she sees you she gets up and comes to the bars. She is very dirty and thin and is wearing very old clothes. She smells very bad. 'Help me! Please! I am a prisoner!' she says. What will you say? "Of course, I will" (40) or "You smell bad. You must have a bath!" (7)
28. The young woman takes you through many dark streets, turning left and right many times. You arrive at a forest. There is a road going into a forest. "I must leave you here. It's a long walk to the castle. Good luck!" You walk into the trees. (Go to 24)
29. You climb up the wall until you are out of the water. When you turn the door handle the door opens quickly and the water runs out of the tunnel through the doorway. There is a loud noise as the water falls down about three meters into another room! You are lucky!! You climb down the wall and into the room (88)
30. That doesn't work. Lose 1 minute from the timer. Try again! Go to 43.
31. You cannot connect the guitar to the refrigerator. You try for 1 minute so reduce the timer. You decide to try the amplifier. Go to 45.
32. When you open the door, something big jumps out. You see sharp white teeth moving towards your face and then everything goes black. (Go to 91)
33. You start to run. You can see Castle Dracula on a hill in front of you! The wolves are very close. Something bites your hand. Ouch! You lose 1 hp. You run out of the forest (23)
34. When you get near the door your mothers necklace gets hot! A light is coming from the cross necklace under your shirt. Strange! Will you open the door (12) or listen (61)?
35. You run down the street. The clerk is right behind you. You fall and hurt your knee. You lose 1 hit point. (Change your hit points on your Adventure Sheet) You see the old man at the end of the street and you go to him. (69)
36. You walk down the tunnel. At the end of the tunnel there is a strong metal door. There is a keyhole but you don't have a key. There is a small window in the door and you can see stairs going up. This is the way out! You must wait here for Igor. You plug the amplifier into a socket near the door and wait behind some old boxes with your guitar. Finally you hear something walking down the stairs. Will you play the guitar now (56) or wait (19)?
37. You eat breakfast. It tastes great! Then you feel very sleepy and everything becomes black. (Go to 91)
38. You feel really bad. You cannot breathe!! You fall into the green water and everything becomes black. (Go to 91)
39. You connect the cut power cable to the personal stereo power adapter and put the adapter in the power socket. There is no sound. There is not enough power! Reduce the timer by 2 minutes! You decide to try the refrigerator. Go to 57.
40. "Thank you", says the prisoner. Go to 79.
41. "You are very brave." The old man says. Go to (80)

42. You run around to the right of the castle. There is only the castle wall. You keep running but there is no way to enter the castle here. You run around the castle. You are getting tired and slow. A wolf bites your foot. You lose 2 hit points. You run around to the other side of the castle. (9)

43. You need to find some strings for the guitar. What will you try? Some wire (22), some leather (16) or some rope (30)?

44. There are some items here you can use, maybe. Do you want to use a toy drum (17) or an electric guitar (66) or a bowling ball (51)

45. You plug the guitar into the amplifier but there is no sound! What!?! Oh, no, the power cord is cut and you cannot connect the amplifier to the power socket. What will you try? The refrigerator (57) or a personal stereo (39)

46. You walk into a kitchen. There is a big oven in the corner and an old wooden table in the center of the room. It's hot. A young woman is cutting vegetables at the table. She looks up at you. What will you say? "Excuse me. Can you help me?" (83) or "Show me the way to the castle!" (55)

47. Standing in front of you is a zombie! It looks like a human but it is a monster! It wears very old clothes and smells really bad! Your mother's necklace feels very hot now. Do you want to talk to the zombie (6) or take out your mother's necklace (52)?



48. You walk down the narrow street. Suddenly the clerk runs out of another street. He jumps on you and you both fall on the road. You hit your head and lose 2 hp. You push the clerk away and run back to the intersection. (71)

49. You open the prison door with the black key. The woman says, "I am a mechanic. My job is to fix the machines in this castle. Everyday Igor comes and takes me to my work at 8am. He has the key to the basement door. You must get this key to exit the basement. Be careful!! Igor is a monster! His weak point is he doesn't like very loud noise. I am weak and I can not go with you. I will go out the way you came in. Goodbye" You say "Goodbye" and watch as the prisoner leaves. You walk out of the prison and into a workshop. Go to 86.
50. You can hear the clerk talking. He says "Why is he here? Why didn't they take him? Nobody can know about this." You hear another voice. "I'll put this in his food. Then everything will be ok." "Good idea" says the clerk. What will you do? Sit down and wait (72) or leave the hotel (75)
51. You can't think of a way to use the bowling ball. It's too heavy to throw. Reduce the timer by 1 minute and go back to 44.
52. Your mother's necklace flashes white and the zombie falls to the floor. It is now dust!! (Go to 67)
53. What will you do? Will you take out your mother's necklace (25) or get ready with your frying pan - if you have one (10) or just open the door (32)
54. You go into the bedroom. It is empty. Your parents are not here! The room is clean and the window is not broken. You search the room and find your mother's cross necklace under the bed. She always wore this necklace. You put it on. (Write **Necklace** on your Adventure Sheet) Will you search more (78) or go down to the lobby (26)?
55. "You are a foolish boy but I will help you. Come with me." Go to 28
56. Too early! You play the guitar and it is very loud but Igor is not in the room! You play for a few minutes but the door doesn't open. The door never opens! Game Over! Please try again.
57. You take the power cord from the fridge and connect it to the cut cord from the amplifier. Reduce the timer by 1 minute. It's not very safe but you think it will work. You connect the power cord to the socket and play the guitar. Yes, it works!! It's loud!! You are ready to try and get the key from Igor. Do you have any time? If your timer is at 0 then the game is over and you must try again. If you still have time then go to 36
58. You walk along the street. A man jumps in front of you and pushes you! Lose 1 hp. It is the clerk from the hotel. He tries to jump on you but misses and falls over. You run away back to the church. (20)
59. You feel weak. Lose 1 hp. Go to (8)
60. You look around the room and find a **Black Key**. Please write this on your Adventure Sheet. There are no other doors in this room so you go back to the door made of metal bars in the other room. (Go to 27)
61. You can hear something moving just on the other side of the door! It is making an animal sound. You open the door and jump back quickly. Lucky!! Go to 47.

62. You wake up. You have a bad headache! You are lying on the floor of the bathroom. The door is closed. There is light coming in the window. Its morning! You pick up your flashlight from the floor and put it in your pocket (Write **Flashlight** on your Adventure Sheet) Will you search the bathroom (go to 5) or go to the bedroom (go to 87)?



Flashlight

63. You have escaped the basement. Congratulations!! Go to 91.

64. You search the strange shape. It is just a rock. The smell is very bad and you feel sick and weak. Lose 1 hp. There are some more strange shapes. Will you search more (38) or go to find an exit (85)?

65. You walk down the tunnel. At the end of the tunnel there is a strong metal door. There is a keyhole but you don't have a key. There is a small window in the door and you can see stairs going up! This is the way out! There are some boxes in the tunnel. You can hide here and wait for Igor but you need some way to get the key from him. You go back to the workshop to work. Take 1 minute off the timer on your Adventure Sheet. (44)

66. Cool! You check it and you think it will work, but the guitar has no strings. That takes 1 minute so reduce the timer by 1 minute. Go to 43.

67. The room is empty. There are 2 doors in this room. There is a wooden door in the east and a door made of metal bars - like a prison door- in the north. Do you want to go to the east (81) or north (27)?

68. You turn and play the guitar. Igor is standing by the door next to the amplifier! Igor puts his hands over his ears and makes a loud noise. You play again and Igor falls to the floor. You run past Igor to the door, take the key from the lock and go through the door. You lock the door behind you!! Go to 14.



Igor

69. The old man runs into the church and you follow him. He closes the church door and locks it. You can hear banging on the door and shouting. He turns and looks at you. He is very old but his eyes are very kind. He says "I am the priest of this church. You are safe here now but they will come soon... I'm sorry but the vampires who live in Castle Dracula took your parents. Everybody in this town is scared of the vampires. Nobody will help you. You must rescue them alone or they will be killed!" What will you say? "I will rescue them!" (41) or "I cannot do it. I am just a child." (13)



70. The zombie points to the corner of the room. The smell is very bad over there and you don't want to look. You walk backwards a little but the zombie moves towards you again. Go to 47.

71. You go down the street. There is a wall in front of you with 2 doors. Will you open the green door (46) or the blue one (3)?

72. The clerk comes out of the kitchen. He gives you some breakfast. It is sausages, bread and soup. "Here you are. Enjoy your food" he says and goes out to the lobby. Will you eat (37) or leave the hotel (75)?

73 You find a lot of money. Great!! Go to 91

74. You run to the gate. It is big and closed. You try to open it but it is locked. A wolf bites the back of your leg. Lose 2 hp! Will you go left (9) or right (42)?

75. You walk out of the hotel. The street is empty. You cannot see your rental car! You walk across the road towards some shops. You hear a loud noise and turn around. The clerk is standing in front of the hotel looking around. He sees you, shouts 'Hey!' and starts to walk quickly towards you. He looks angry! Will you run away (11) or go and talk to him (90)

76. You start to look in the garbage. As you search, a rat bites your hand!! Lose 1 hp. You find an old **Frying pan**. Write this on your adventure sheet. You stop searching and go to the door. (34)
77. You eat the food. It's delicious. You gain 1hp. You continue to walk. (8)
78. You don't find anything, but the room is strange. The window is new and the floor smells like polish. You look out the window but cannot see your rental car. What happened? Where are your parents? You go to the lobby? (Go to 26)
79. The prisoner pulls open the door with the metal bars and you walk into a small room with another metal door in the north wall. "This room is my prison. To continue, you must open this door. Did you find a key?" If you have the black key, then go to 49. If you don't have a key you must go back to the wooden door to search. Go to 81
80. "Now, you must go. My granddaughter will help you. She is waiting for you. Please be polite to her! Use the back door of the church. Go right, left and open the green door," says the priest. He shows you the back door and you open it. There is a narrow street. Will you go left (58) or right (20)?
81. This is a strong wooden door. There is a thick wooden bar holding the door closed. You can hear something big walking on the other side of the door coming closer and closer. Now, you can hear something breathing on the other side of the door. Your mother's necklace is hot again. Do you want to open the door? (32) or go to the door in the north? (27) or get ready (53)?
82. You go with the clerk to the restaurant. There are no other customers in the restaurant. You sit down at a table and the clerk goes into the kitchen and start talking. Will you go and listen (50) or wait (72)?
83. She smiles at you. "I'm sorry to hear about your parents. You can save them if you are strong. There are wolves in the woods so you will need these. She gives you a **Dog Whistle** and some **Food**. (Write these items on your adventure sheet.) "Come with me", she says. (Go to 28)
84. You hear the sound of walking. The monster is right next to you! You hear it smelling the air. Then you feel something hit your head and then you feel nothing. (Go to 91!)
85. You find a tunnel going down and out of the room. You go into the tunnel and walk for a while. The water gets deeper until it comes to your waist. You arrive at a door. The door is stopping the water. There is a handle above the water. Will you turn the handle (2) or climb the wall (29)?
86. You are in a workshop. There is a big table with lots of tools and materials on it, for example, hammers, wire, saws, wood and drivers. There are a lot of other things in the workshop too. There is a tunnel to the east with a big metal door. There is a clock on the wall. It is 7:52. Igor will be here in 8 minutes!! Write 8:00 on the **Timer** on your Adventure sheet. If the timer becomes 0 then the game is over and you must start the book again!! Will you work in the workshop (44) or go down the tunnel (65).
87. Your headache is really bad. Lose 1 hit point (change your hit points on your Adventure Sheet to 9) Go to 54.
88. Congratulations! You are in the basement of Castle Dracula! You are standing in a large room. The floor is very wet. There are some old pieces of wood and other garbage on the floor. You can

hear some noise from the garbage and see some small animals moving in there. Rats! There is a door in the North wall. Do you want to look through the garbage (76) or go to the door (34)?

89. You blow the whistle and the wolves move away for a few minutes but slowly get closer again. You run out of the forest. (23)

90. You walk towards the man. He takes your arm and pulls you towards the hotel. Ouch! Lose 1 hp. You shout loudly and he lets go. You run away. (11)

91. You did not finish the adventure. You must try again from the beginning! Good luck!!

Using the Best-Selling Novel, *Tuesdays with Morrie* for Extensive Reading

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The importance of Extensive Reading has been emphasized, and more and more schools already have or are setting up an Extensive reading program or library. Teaching reading classes for a few years, I also take advantage of a wide range collection of graded readers at Konan University. At the same time, I often introduce books I personally enjoy reading both in Japanese and English to be a role model as an active reader and show my students how to be good readers and introduce what great books are out there waiting for them. One of such books is *Tuesdays with Morrie* by Mitch Albom, a story about a student and a teacher.

The main character, Mitch Albom is a newspaper columnist and one day finds out that his former professor, Morrie, Schwartz, is dying from Lou Gehrig's disease. Even though he hasn't seen his professor since he graduated, he goes to visit him. Albom, who has been a successful sports columnist in Detroit, but had some doubts about his life and lifestyle, seeks advice from Schwartz. Schwartz, who knew that he didn't have much time left to live decided that he would live as a teacher until his last moment and help his former student make peace with himself. They decide to meet Tuesdays and talk about life together. The book is based on a true story and presents Schwartz' lectures, quotes, experiences, and conversations about life.

This book is an ideal extensive reading material for several reasons. First of all, I believe this book offers a main theme that any students can relate to. It is about a teacher and a student and their strong bond built through conversations and experiences. Over the years of teaching at several universities in Japan, I realized that my students don't see me only as an English instructor, but also as someone who could be their mentor. The majority of students are in their late teens to early 20s, who often have questions about life, relationships, and their future. In the classroom, students often come to me to talk about topics not necessarily related to English. They often want to share their problems, discuss important decisions or ask for advice. According to Rob Waring (2008), reading experiences should be enjoyable, and can enrich students' lives and open up their worldviews in authentic English, which regular course books cannot provide. I learned that this book is perfect for students

because it offers authentic context, which could answer some of their questions they may have about life. Day and Bamford (1997) also emphasize the importance of pleasure reading. They argue that it is essential that reading material is interesting for students and enables them to experience reading as pleasurable and useful. I believe this book will enable students to have access to something they are truly interested in learning about and help them gain knowledge and wisdom of these subjects through the experience. It is also presented in a familiar context because the conversations are exchanged between a teacher and a student. Questions are presented by a student whose life is full of uncertainties, and answers are provided with wise words by an old professor who is facing death and wants to leave important messages for those who are struggling with life. This book provides students with content that they can relate to or yearn to understand, and I believe offering such material is the key to their successful learning in and out of the classroom.

Where students can benefit greatly from choosing a book they want to read and read it individually, selecting one book that all students read also has its own advantages. For an instructor, it is possible to know what students are reading about exactly and give them support or ask and answer questions about the content of the book when it is necessary. Students also feel a sense of community knowing their peers are all reading the same material. George Jacobs and Patrick Gallo (2002) say, "it may be easy for students to dismiss what teachers do and enjoy as something only an expert could accomplish and relish, but the sight of peers enjoying reading offers an example less easy to cast aside". Even when students struggle with the reading sometimes, I believe that looking around and seeing their classmates and friends could give them encouragement and confidence that they can continue their reading. Students can also talk about the book and ask each other questions or exchange their thoughts about the book and even their experiences of reading.

One of the concerns of this approach to Extensive Reading, where all students read the same book, (Greenwood, 1988) is it seems that some students do not like or are not interested in the particular topic or theme provided by the book. Day and Bamford (1998) state that a variety of materials on a wide range of topics should be available, and also students should be able to choose what they want to read in order to promote successful extensive reading. However, *Tuesdays with Morrie* is an ideal extensive reading class book because it provides students with a wide range of themes that almost all students can relate to or, such as family, emotions, money, marriage, and death. Therefore, students are given an access to a wide variety of topics or themes that they are keen to read within one book.

Finally, this book can meet levels of students from various backgrounds from low to high. One of the most important elements of extensive reading is that reading materials are well within the linguistic competence of the learner (Day and Bamford, 1998). Waring (2008) also points out the importance of appropriate level of reading. He states "it is vital that when they (students) are learning to use language fluently that they read fluently and smoothly with minimal interruption and at the right level." It is crucial that students feel comfortable with the material because in extensive reading, students should be focusing on the content rather than the format of the reading. According to the TOEIC website, the average TOEIC score of Japanese college students is 430. Considering the fact that level of the book is 470, this book meets the levels and needs of a wide range of linguistic abilities. Another advantage of this book is that chapters are short (1-5 pages), so it is not too overwhelming. It can be read sequentially or, in case it is too difficult for students, they can be used as stand-alone units. These stand-alone units can be used as supplementary material or intermittently used throughout a reading course. They can be used as it is essential that the reading is a suitable level for students so that they don't get distracted with unknown mechanical elements of it such as vocabulary or grammar. Instead, students should come across words and grammar that they are already familiar with. In order to assist students to gain amounts of vocabulary knowledge from extensive reading, students need to have more repeated opportunities to see vocabulary that they had previously met before (Nation, 1997). In this book, Schwartz often uses examples to explain his thoughts and ideas, and Algom interprets what he is saying with simple, clear and easy to understand writing. Instead of simply stating his ideas, Schwartz sometimes repeats important messages over and over again. This process enables students to guess the meaning of unknown words and also remind them of words that

they have not yet completely acquired. If this book is too difficult, it is also possible that students only pick a theme that interests them and only read select chapters as opposed to reading a whole book. There are also materials available, such as a movie and activities available online to assist low-level students or offer further activities to medium to high-level students.

There are different extensive reading types, and I believe it is up to the instructor to decide how to integrate extending reading into the classroom. According to Waring (2009), there are four types of extensive program; purist ER programs, integrated ER programs, class reading, and ER as literature. I believe that applying class reading study may be the most beneficial method for the book, *Tuesdays with Morrie*. I chose this approach because I would like my students to interact with the content of material rather slowly, appreciate the book, analyze it, and finally share the joy of reading in a whole class with support from an instructor and each other.

Implementing the movie effectively with the book can be a great asset to help students whose English is too low or those whose motivation is little. You can use it either before students start reading to get them more interested in the story or after they read some chapters already to make sure they follow the story and encourage them to continue their reading. Day and Bamford (1997) advise that some students need extra help with certain reading sub skills such as encouragement to read. Even those who didn't understand the reading can collect more information from the movie and put the missing pieces together. This is helpful because they can keep up with the book again and raise their motivation to read about what will happen next. The movie also enables them to visualize characters or scenes, which makes it possible for them to imagine as they read and personally relate to each character more. High-level students can also take advantage of using the movie. They can first finish the book, then watch the movie, and finally compare the movie to the book. The movie doesn't cover all the chapters in the book, and the story is slightly different. Students can discuss these differences and exchange ideas about how they are different and what they think of them.

Finally, *Tuesdays with Morrie* brings wonderful extensive reading experiences to its readers. It has themes that anyone can relate to in one way or another. Some may say that this book is too difficult. However, it has several potential supplementary activities such as a textbook, online activities, and a movie to assist students if necessary or even challenge them more to really understand the story and its messages. You can use all that is available to introduce a wonderful book like this. No matter what you are trying to teach, motivation should be seen as the most important element for an effective teaching (Zoltan Dornyei, 2001). I believe that students will want to use English that they know to understand the story. I also believe content and powerful stories are more important than language level. This book offers a chance to anyone, including our students to know that it is worth reading a book no matter which language it is.

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Class Readers: The Learner's Perspective

Rory Rosszell



Editor's note- This article was originally published in the The Global Japanese Studies Review, Meiji University (明治大学国際日本学研究), 2(1), 51-76.. It has been reprinted here with the writer's permission. The writer offered to create a shorter article on the study for ERJ, but the editor felt it was important for our readers to be able to read the original article in its entirety.

Although much has been written about the benefits of Extensive Reading (ER), claims about its effectiveness are often ideologically motivated and the voices of the learners themselves are often strangely absent. In addition, while the focus in discussions of ER is generally on learners reading self-selected titles, alternative, more integrated approaches involving the use of group and class readers are also possible. The following questionnaire-based study was conducted as one component of a larger study on the implementation of an integrated graded reader course that involved the reading of class as well as self-selected readers, and was designed to shed light on learner perceptions of the effectiveness of the various components of the course in helping them to develop their English language skills. A 55-item questionnaire requiring participants to rate items on a five-point Likert scale and to provide written answers was administered to 40 EFL students at a private Japanese university

at the end of a semester-long course. The evaluation of the course was largely positive, although because the less proficient learners' ratings were half a point lower on average than those of the more proficient learners, such a shortcoming needs to be addressed in the design of future integrated ER-based courses.

Keywords: class readers, extensive reading, EFL, learner perceptions, questionnaire, university

The Evolution of the Course

Although Japanese university students have received at least six years of formal classroom instruction and often have a reasonably good basic knowledge of English grammar and vocabulary, few learners have developed the additional knowledge, skills, and confidence necessary to use such knowledge communicatively. As a result, the content of many of the teaching materials designed for such “false beginner” conversation classes have been simplified to such an extent that they are devoid of any intellectually stimulating content (See Carroll, 2004; Lewitt, 1995; Morton, 2001, for further discussion of this issue).

Having spent several years struggling to make effective use of such materials during the early-to-mid 90s, it became clear that little of the content was relevant to my learners' needs, interests, and foreign language (EFL) context, and that there was a need to offer, even to less proficient students, the option of a conversation course that would allow them to learn English through the study and discussion of topics and issues that were of interest to them in their daily lives. Despite their limited productive English skills, Japanese university students have the knowledge, experiences, and thinking skills of young adults, and within a university context it only seemed fitting that their English classes challenge them intellectually.

In addition to a desire to create a more intellectually stimulating and integrated course that would help learners to develop their general English proficiency, there were two more equally important goals. Because courses at Japanese universities usually consist of only one 90-minute class per week, the first goal was to increase the students' opportunities for learning through exposing them to substantially greater amounts of English input (Hill, 1992; Krashen, 1989), and the second goal was to help them to improve the quality or "depth" of their productive lexical knowledge (i.e., word form recall + use) which, for most, lagged far behind their receptive lexical knowledge (i.e., word form recognition + meaning).

The hope was that those learners who opted to take such a course would find it motivating, intellectually stimulating, and, most of all, fruitful—not only in terms of learning English per se, but in terms of developing "real" reading skills,¹ a habit of reading in English, and becoming aware, possibly for the first time, that a second language was not just some set of words or phrases the meanings of which had to be memorized, but a tool which, when used for communicating, could lead to many otherwise inaccessible and enjoyable experiences.

A course was initially designed using newspaper articles supplemented with a list of comprehension questions and vocabulary items for study, and this was subsequently replaced with one using a textbook composed of authentic-looking magazine articles that were written, as much as possible, using a basic vocabulary of two thousand words (*Mini-World '97*, 1997). However, in both cases, far from providing an enjoyable reading experience, these materials often became an intensive study of sentence structure and vocabulary—especially for the less proficient learners.

¹ Meaning that learners develop the ability to make sense of a text by shifting back and forth between top-down and bottom-up reading strategies (Alderson & Urquhart, 1984; Carrell, Devine, & Eskey, 1988; Grabe, 2002), and that the best way to learn to read is through reading (Smith, 1978).

Upon finding near unanimous agreement in the literature on the positive effects of extensive reading (ER) (e.g., Hedge, 1985; Hill, 1992; Nuttall, 1996) both in terms of language skills development and affective response, the decision was made to set up an ER course using graded readers (i.e., books that have been lexically, grammatically, and conceptually simplified, and written at a range of levels of difficulty for language learners) (See Hedge, 1985 for a clear and comprehensive description). While searching for ideas on the most effective ways to use graded readers, buried among the recommendations for the *pleasure reading* approach (a term popularized by Krashen, among others, for the “do nothing but read self-selected titles” approach), I discovered recommendations for using class readers (books selected by the teacher which every member of the class reads and discusses) either on their own, or in combination with self-selected titles (e.g., Bell, 1998; Hill, 1992). Hill recommends this approach because the class readers serve to develop reading quality and appreciation, whereas self-selected readers serve to increase the quantity of reading. But as pedagogically appealing as this approach was, and much to my surprise, it soon became clear that among ER practitioners class readers were seldom viewed favorably. There was hardly a word about them or the use of follow-up activities in the ER literature, and the suggestion that class readers might be a worthy alternative to a class library of individual titles was met with negative, and even harsh responses from a number of prominent ER practitioners.

As it turned out, some strongly felt that ER can *by definition* only be of books that are self-selected, and that the use of teacher-selected class readers is akin to teacher-imposed intensive reading (IR), not ER. Coincidentally, Day and Bamford’s (1998) book, which has since become the most widely read and influential book on ER in a second/foreign language context, was published at around that time, and this bias against class readers was clearly evident. Of its roughly 200 pages, only a little over one page is devoted to class readers. Other

than what seemed to be a reaction against traditional teacher-controlled reading instruction and its overemphasis on analysis and study (i.e., IR), no rationale for this anti-class reader sentiment could be found. As plentiful as ER practitioners' upbeat anecdotal reports were, there was very little empirical research to support most of their claims, almost no attempts to measure or quantify learning outcomes, and no research on how graded readers might most effectively be used to help to raise L2 English proficiency (but see Rosszell, 2000). In addition, much of the research was methodologically flawed (Horst, 2005; Horst, Cobb, & Meara, 1998; Pigada & Schmitt, 2006; Waring, 2000) and of such poor quality that it rendered many of their results meaningless. As my search for empirically-supported recommendations on the design of ER programs continued, Kowal and Swain (1997) captured my sentiments very well:

Teachers are faced with the challenge of finding ways to help their students to move beyond their current interlanguage, yet are offered few research-based solutions... What might a teacher do to move her students beyond their current interlanguage and to encourage the development of autonomous learners who can function independently and yet accurately. (p. 286)

It was at that point that the decision was made to investigate whether this bias against class readers and follow-up activities had any basis in reality, and whether my pedagogic instincts about how students could benefit most from engaging in ER were mistaken. A two-condition ER pilot program was set up to investigate the comparative effects of a more, versus a less, teacher-controlled approach. Each week, the students in the more structured condition had to read and discuss the same teacher-selected titles (about 30 pages per week, and three books per term), complete an *Instant Section Report* (See Appendix B) for one section of the book (three per book), and study ten vocabulary items that had been carefully selected by the teacher from each section (see Rosszell, 2008 for details). In contrast, those in the less structured condition selected their own titles from a library of books spread over seven levels

of difficulty (based on the cross-publisher graded reader classification system developed by David Hill (1997a) of the Edinburgh Project in Extensive Reading (EPER)), were required to read at least fifty pages per week, and had to complete an *Instant Book Report* (virtually identical to the *Instant Section Report*) for each title that they read.

As I taught classes under each of the two conditions, based on my own observations as well as feedback from students, it seemed that the structure and support provided by the class reader approach enabled the learners to enjoy, understand, appreciate, and learn much more from the books that they read,² and that the goal of not only helping them to learn the language, but to stimulate them to think deeply about cultural, political, historical and social issues could better be realized. This contrasted noticeably with the self-selected reader approach in which, although it inevitably varied from individual to individual, a book was usually read, a report written (a requirement), and the book then put back on the shelf without it being given much further thought.

In addition, class readers seemed to offer the ideal context for helping students to enrich their vocabulary knowledge. Because the teacher could anticipate the words to which the learners would be exposed in their weekly reading, not only could vocabulary items be assigned for study on a principled basis, the class reader approach lent itself to the design of a carefully controlled study to evaluate the efficacy of ER in developing learners' lexical knowledge and skills.

For the reasons explained above, the course gradually evolved into ER Plus (ER⁺), an integrated approach in which the reading of graded readers serves as a springboard for

² A number of these feelings were later confirmed in a subsequent questionnaire-based study (Rosszell, 2002). After a full term of using the group reader approach (in which small groups selected, read and discussed the same titles) followed by a full term of the self-selected approach, despite their overall preference for the self-selected approach, the great majority felt that each offered certain advantages, and that the two approaches were complementary.

discussion and vocabulary development. The ER⁺ course described below represents the culmination of an evolutionary process that was set in motion when I decided to adopt a more relevant, intellectually stimulating, content-based approach to teaching English conversation courses. To gain first-hand insight into learner perceptions of the effectiveness of the various components of ER⁺ in helping them to develop their English language skills, a course evaluation questionnaire (see Appendix A) was designed to answer the following research questions:

1. Which components of the course did the participants evaluate most highly?
2. Which components of the course did the participants evaluate least highly?
3. How similar were the patterns in the evaluations by the 25% most and least proficient students?

Method

Participants

The participants ($N = 40$, 26 females and 14 males) were generally highly motivated intermediate to advanced level (ITP/TOEFL scores, $M = 446$, $SD = 30$) Japanese EFL learners in four intact, streamed, elective classes in a private Japanese university. There was a wide range of majors within the group, and each participant had previously received six to eight years of formal English instruction. Including the weekly 90-minute class and the homework for the course in which the study took place, the average amount of weekly contact with English was 17.88 hours ($SD = 3.76$).

Procedure

Each week the learners engaged in a read, write or study, and discuss cycle that was designed to provide extensive opportunities for recycling and incremental learning. They were each assigned 1/3 of a reader to read (about 30 pages), and then completed either an *Instant*

Book Section Report (Appendix B), or a *Vocabulary Worksheet* (Appendix C). Each student read two books, one under each of these two conditions.

The reading and assignments were done completely out-of-class, and the discussions took place in small groups in class. Although the focus in the classroom was on the content of the stories and making sure that each learner had understood the story well enough to feel prepared to read the next section, the teacher circulated from group to group and provided form-focused feedback and correction when it was deemed appropriate. The discussions tended to focus on the list of comprehension and opinion questions provided by the teacher, as well as those contributed by the members of the group. For those groups for which there were weekly vocabulary assignments (10 words per week), in addition to the discussion of the stories, the learners also compared, discussed, and corrected their vocabulary worksheets in class. At the end of each class the learners submitted their reports and worksheets to the teacher, errors were highlighted (and corrections occasionally made), the assignments returned the following week, and the learners then had to correct them as best they could and to resubmit them the following class.

Materials

1. The class readers
 - i. *The Thirty-Nine Steps* (Oxford Bookworms, Level 4) (Buchan, 1915/1994)
 - ii. *The Bride Price* (Oxford Bookworms, Level 5) (Emecheta, 1976/1989)
 - iii. *Cry Freedom* (Oxford Bookworms, Level 6) (Briley, 1987/1989)
 - iv. *Jane Eyre* (Oxford Bookworms, Level 6) (Bronte, 1847/1990)

2. The course evaluation questionnaire (see Appendix A³)

The questionnaire involved the rating of 52 items on a 5-point Likert scale, with a rating of 1 indicating strong disagreement with the statement, and a rating of 5 indicating strong agreement. It included detailed questions about what components of the course students found helpful, educational, stimulating, and enjoyable. In addition to rating each item, learners were encouraged to write comments on the line provide for each item – especially for those items to which they assigned a particularly high or low rating. The three final items required only written answers. The questionnaire was administered at the end of the course.

3. The *Instant Book Section Report* (see Appendix B)

4. The *Vocabulary Worksheet* (see Appendix C)

Results and Discussion

Although the means in Table 1⁴ indicate that the overall course evaluation was generally positive ($M = 4.10$ for those items related to the overall course), the average ratings of the more proficient group consistently exceeded those of the less proficient group for each category. However, despite such differences, the rankings of the item category means for the upper and lower 25% of the learners were in the same declining order, respectively: C (4.26 and 4.10), L (3.97 and 3.32), R (3.88 and 3.30), W (3.77 and 3.25), and D (3.51 and 3.12). Interestingly, the size of the difference between the upper and lower groups' average ratings followed the same declining order, with the exception of the *Overall Course* (C) category moving from the highest position to the lowest (0.40). The size of the differences exceeded

³ This version of the questionnaire was administered to the two advanced classes and differs from the the version administered to the intermediate classes only in the graded reader titles listed in Items # 1, 2, 4, 5, 7, and 8.

⁴ A complete listing of the means (M) and standard deviations (SD) for the 52 items on the questionnaire can be found in Appendix D.

half a point in the following three categories: Lexis (0.65), Reading (0.58), and Writing (0.52). In addition, while the high scores for the reading related items in Table 2 might have been expected in an Extensive Reading course, the high ratings for the course as a whole came as a pleasant surprise, and with items #48, #40, and #47 receiving the three highest overall ratings, it would seem that the learners found the course both beneficial and motivating.

Table 1

Questionnaire Result Summary

Course Component	Item Numbers	Upper ^a 25% (n=10)		Lower ^a 25% (n=10)		All Students (N=40) ^b		Upper-Lower Difference
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Related to Lexis	14-28, 43-46	3.97	0.36	3.32	0.17	3.65	0.34	0.65
Related to Reading	1-3, 7-13, 29-30, 40,48	3.88	0.95	3.30	0.88	3.55	0.95	0.58
Related to Writing	16, 19, 21, 23, 35-38, 42, 46	3.77	0.51	3.25	0.67	3.56	0.58	0.52
Related to Discussion	4-6, 17-19, 22, 24, 31-34, 41, 45	3.51	0.78	3.12	0.51	3.35	0.62	0.39
Overall Course	20, 25, 26, 37-52	4.26	0.43	3.86	0.40	4.10	0.37	0.40

^a Based on the Michigan Test scores attained at the beginning of the term - top 25% test means, Michigan 83.8 (4.61) and ITP 463.33 (15.22); bottom 25% test means, Michigan 54.7 (4.83) and ITP 418.50 (22.26).

^b Since there were no significant differences between the scores on the Michigan Test in the intermediate and advanced classes, and the rating patterns very similar, all students were combined.

In answer to research question #1 (*Which components of the course did the participants evaluate most highly?*), the high ratings for the items in Table 2 provide a generally positive evaluation of the course. However, had item #50 (*This course has helped me to improve my English*) been among them, the results would have been that much more gratifying. Although the upper 25% of the learners rated item #50 quite highly ($M = 4.60$), the lower 25% gave it an average rating of only 4.10, with the resulting overall mean being 4.25 for the entire group.

Table 2

Five Most Highly Rated Questionnaire Items ($M \geq 4.40$)

Item #	Questionnaire Item	All Students		Category ^a
		<i>M</i>	<i>SD</i>	
48	This course has helped me to be able to enjoy reading in English.	4.65	0.53	R
40	I think this course has helped me to improve my English reading skills.	4.55	0.64	R
47	This course has encouraged me to study English more.	4.50	0.68	C
10	I think the teacher picked good books for the course.	4.48	0.64	C/R
52	I will recommend this course to my friends.	4.48	0.64	C

^aCategories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

In answer to research question #2, (*Which components of the course did the participants evaluate least highly?*), the low average for the items in the *Discussion* (D) category in Table 1 may reflect Japanese learners' lack of conversational experience and generally weak speaking skills, as well as the challenges they face in trying to discuss more substantive issues in English. Closely related to this finding is that three of the most poorly rated items (items # 31, #33, and #35 in Table 3) either directly or indirectly involved discussion, and seem to indicate the learners' desire to improve their speaking skills.

Table 3 indicates that in addition to the participants clearly feeling that their reading speed was too slow (#29, $M = 1.50$), they had wanted more instruction on conversational expressions (#31, $M = 1.70$) and common English mistakes (#35, $M = 2.40$), as well as the inclusion of some non-fiction titles (#12, $M = 2.30$) and more time to discuss the titles they read (#33, $M = 2.60$). Although it was informative to learn of the learners' desire to read non-fiction, the incorporation of such titles is made difficult by the fact that there few well-written graded non-fiction titles with broad appeal. While the situation is improving (e.g., Cengage's

new multi-media *Footprint* series made in cooperation with *National Geographic*), as Hill (1997b) stated, “Apart from travel and biography, there are very few non-fiction titles among graded reader series and those that exist tend to be excruciatingly dull”(p.19).

Because proficiency is commonly cited as an important variable in research on second language reading, a more detailed analysis of the similarities and differences between the most and least proficient learners (Michigan Placement Test, $M = 81.69$ and 54.70 , respectively) was conducted.

Table 3

Five Most Poorly Rated Questionnaire Items ($M < 3.00$)

Item #	Questionnaire Item	All Students		Category ^a
		M^b	SD	
29	I think I still need to improve my reading speed.	4.50 (1.50)	0.97	R
31	I would like to have spent more time learning conversational expressions.	4.30 (1.70)	1.01	D
12	I would like to have read some non-fiction titles (about real people or events).	3.70 (2.30)	0.82	R
35	I would like the teacher to have spent more time explaining common English mistakes.	3.60 (2.40)	0.84	D/W
33	I would like to have spent more time in class discussing the books we read.	3.40 (2.60)	1.26	D

^a Categories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

^b Bracketed means are the reversed means (i.e., the mirror image of the distance below the mid-point (3.0) on the Likert Scale) for negatively worded items, which allow for all scores to be consistently interpreted in the same way (i.e., a high score indicates a positive evaluation of that aspect of the course, and a low score indicates a negative evaluation). For example, the mean rating for item #29 is 4.5, but due to the wording of the item (“still need to improve”), this was actually a criticism or shortcoming of the course and is therefore equivalent to a rating of 1.5 for a positively worded item.

In answer to research question 3 (*How similar were the patterns in the evaluations by the 25% most and least proficient students?*), the generally lower averages and lower rating for item #49 (*I have enjoyed the course*) by the lower 25% in Table 4 suggest the possibility of the lower proficiency learners not having received the support, explanations, and modeling

that they needed to derive maximum enjoyment and benefits from participating in the course —although these findings have to be interpreted cautiously because the higher standard deviations (*SD*) indicate generally wider variation in the ratings they assigned. Four of the items in Table 4 involved components of the course designed to facilitate the development of lexical knowledge and seem to indicate that the less proficient learners were less able to benefit from these. Items #21, #22 and #23, for example, exhibited some of the largest differences – possibly suggesting that the lower level learners did not benefit as much from the concordances (#21 and #22), or the collocation worksheets (#23), and that they had greater difficulty in transferring their learning to situations involving communication. Since more proficient learners have been found to use a greater variety and more elaborate strategies for acquiring new lexis, and are more discriminating in the tasks to which they apply them (Hunt & Beglar, 2005), this finding was maybe to be expected. The differences for items #4, #5, and #8 can possibly be explained by the popularity of *Cry Freedom* (#4), which was based on a dramatic story about one of Nelson Mandela’s contemporaries in the fight to end apartheid in South Africa, and *Jane Eyre* (#5 and #8), which involved a strong and brave female figure, and most importantly for many students, had a happy ending.

Table 4

Item Ratings Showing the Largest Differences (≥ 1.0) Between Upper and Lower Learners

Item #	Questionnaire Item	Upper 25% ^a <i>M</i> (<i>SD</i>)	Lower 25% ^a <i>M</i> (<i>SD</i>)	Upper-Lower	Category ^b
21	I think that the concordances (lists of sentences containing words from the readers) are helping me to learn to use common English words correctly in my writing.	4.00 (0.94)	2.60 (1.35)	1.40	L/W
22	I think that the concordances (lists of sentences containing words from the readers) are helping me to learn to use common English words correctly in conversation.	3.60 (0.97)	2.50 (1.35)	1.10	L/D

4	I enjoyed discussing the books we read this term (<i>Cry Freedom/39 Steps</i>).	4.20 (0.63)	3.10 (1.10)	1.10	D
27	The vocabulary tests we did before and after reading each reader helped to change my understanding of what it is to “know” a word.	4.10 (0.74)	3.00 (0.94)	1.10	L
49	I have enjoyed this course.	4.80 (0.42)	3.70 (1.06)	1.10	C
5	I enjoyed discussing the books we read this term (<i>Jane Eyre/Bride Price</i>).	4.50 (0.71)	3.50 (0.85)	1.00	D
8 ^c	The books we read this term were too difficult for me (<i>Jane Eyre/Bride Price</i>).	1.70 (0.82) (4.30)	2.70 (1.34) (3.30)	1.00	R
23	I think making lists of collocations (words that often occur together) is helping me to learn to use common English words correctly in my writing.	4.10 (0.99)	3.10 (1.10)	1.00	L/W

^a Based on the Michigan Test scores attained at the beginning of the term.

^b Categories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

^c Indicates a negatively worded item for which the reversed mean is listed beneath the arithmetic mean.

Table 5 lists the items for which the means for the two groups were within 0.1 of a point of each other, and therefore similarly prioritised by both groups. Items from all the categories are represented except *Reading* (R). Despite the time and effort that was required to complete the reports (#14) and worksheets (#37), learners from both groups gave the same high rating to each activity, and also found the course quite helpful (#51) and motivating (#47). In addition, both groups, indicated a very similar but modest desire for more time to discuss the books they had read (#33). Finally, the unusually high *SDs* for item #45 for both groups indicate that learners overall varied widely in the extent to which they felt that their spoken vocabulary had improved.

Table 5

Item Ratings Showing the Smallest Differences (≤ 0.10) Between Upper and Learners

Item #	Questionnaire Item	Upper 25% ^a <i>M</i> (<i>SD</i>)	Lower 25% ^a <i>M</i> (<i>SD</i>)	Upper-Lower	Category ^b
14	I think that having to study 10 words per section was too much.	2.00 (1.05) (4.00) ^c	2.00 (1.05) (4.00) ^c	0.00	L

37	I think writing <i>Instant Section Reports</i> helped me to improve my English.	4.10 (0.99)	4.10 (0.99)	0.00	W
6	I enjoyed discussing the books we read this term: Self-Selected.	3.50 (1.08)	3.40 (0.84)	0.10	D
18	I think that discussing my vocabulary worksheets in groups helped me to learn to use common English words correctly in conversation.	3.40 (0.97)	3.30 (0.95)	0.10	L/D
47	This course has encouraged me to study English more.	4.40 (0.84)	4.30 (0.82)	0.10	C
33	I would like to have spent more time in class discussing the books we read.	3.40 (1.26) (2.60) ^c	3.50 (0.97) (2.50) ^c	-0.10	D
45	I think that this course has helped me to learn to use common English words in conversation.	3.40 (1.35)	3.50 (1.18)	-0.10	C/L/D
51	This course helped me to improve my English more than other English courses I have taken at this university.	3.90 (0.99)	4.00 (0.67)	-0.10	C

^a Based on the Michigan Test scores attained at the beginning of the term.

^b Categories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

^c Indicates a negatively worded item for which the reversed mean is listed beneath the arithmetic mean.

In Table 6 are listed the items which both groups rated highly. Although item #20 ($M = 4.25$) was not among the items rated most highly rated by the overall group, it was gratifying to see that learners from both proficiency levels had found their initiation into the use of a monolingual English learner dictionary to be useful. The other three items (#48, #52, and #40) provided very positive evaluations of the overall course, and were also rated highly by the entire group (see Table 2).

Table 6

Items Most Highly Rated by Upper ($M = \geq 4.70$) and Lower ($M = \geq 4.10$) Learners

Item #	Questionnaire Item	Upper 25% ^a $M(SD)$	Lower 25% ^a $M(SD)$	Category ^b
48	This course has helped me to be able to enjoy reading in English.	4.80 (0.42)	4.50 (0.71)	C/R
52	I will recommend this course to my friends.	4.80 (0.42)	4.20 (0.63)	C

40	I think this course has helped me to improve my English reading skills:	4.70 (0.48)	4.30 (0.82)	C/R
20	I think that having to use an English-English dictionary helped me to improve my English.	4.70 (0.48)	4.10 (0.99)	L

^a Based on the Michigan Test scores attained at the beginning of the term.

^b Categories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

The remainder of the items that were highly rated by the upper 25% is listed in Table 7.

The upper groups rating for these items are considerably higher than those of their less proficient peers, the difference ranging from 0.6 to 1.10 points, with the largest difference being in the overall enjoyment of the course (#49). An interesting observation related to item #3 is that although the more proficient learners enjoyed reading the self-selected reader more than the two class readers (a rating of 4.70 versus 4.10 (#1) and 4.40 (#2) for the class readers), they enjoyed discussing them less (a rating of 3.50 (#6) versus ratings of 4.20 (#4) and 4.50 (#5) for the class readers). Although the rating for the discussion of the self-selected reader (#6) for the lower group fell between those for the two class readers (#4 and #5), the pattern for the entire groups is the same as for the upper group—with the reading of the self-selected readers receiving a high average rating of 4.30 (#3, versus ratings of 3.73 (#1) and 4.06 (#2) for the class readers), but the class readers receiving higher ratings for the discussions than the self-selected reader (3.80 (#4) and 4.13 (#5) versus 3.28 (#6), respectively). These findings would seem to lend support to the claim made by Rosszell (2008) that class readers tend to stimulate more enjoyable and interesting discussions.

Table 7

Items Most Highly Rated by Upper Learners ($M \geq 4.70$)

Item #	Questionnaire Item	Upper 25% ^a <i>M (SD)</i>	Lower 25% ^a <i>M (SD)</i>	Category ^b
49	I have enjoyed this course.	4.80 (0.42)	3.70 (1.06)	C

3	I enjoyed reading the books this term (self-selected).	4.70 (0.48)	3.80 (0.92)	R
10	I think the teacher chose good books for this course.	4.70 (0.48)	4.00 (0.82)	R
26	I think this course has helped to change my understanding of what it is to “know” a word.	4.60 (0.48)	4.00 (0.94)	C/L

^a Based on the Michigan Test scores attained at the beginning of the term.

^b Categories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

Similarly, the remainder of the items that were highly rated by the lower 25% is listed in Table 8. The ratings suggest that the less proficient learners regarded the writing and correction of their *Instant Section Reports* to be relatively more beneficial than their more proficient peers. It is worth noting that although the averages of the items for the upper 25% were not high enough to be listed Tables 6 or 7, with the exception item #38, the more proficient learners rated the items more highly than the less proficient group.

The items that received the lowest ratings from both the most and least proficient learners were the same five items (#12, #29, #31, #33 and #35) that received the lowest overall ratings from the entire group (see Table 3). In addition, the upper 25% gave #34 (*I would like to have done some presentations or short speeches*) a low rating of 3.50 (2.50, reversed) and the lower 25% gave a low rating of 2.50 to item #22 (*I think that the concordances (lists of sentences containing words from the readers) are helping me to learn to use common English words correctly in conversation*), with the latter rating possibly indicating greater difficulty for the less proficient learners in transferring their learning to situations requiring communication.

Table 8

Items Rated Most Highly by Lower Learners ($M = \geq 4.10$)

Item #	Questionnaire Item	Upper 25% ^a <i>M (SD)</i>	Lower 25% ^a <i>M (SD)</i>	Category ^b
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47	This course has encouraged me to study English more.	4.40 (0.84)	4.30 (0.82)	C
38	I think the corrections I had to make to my <i>Instant Section Reports</i> helped me to improve my English.	3.80 (1.32)	4.20 (0.92)	W
50	This course has helped me to improve my English.	4.60 (0.52)	4.10 (0.88)	C
37	I think writing <i>Instant Section Reports</i> helped me to improve my English.	4.10 (0.99)	4.10 (0.99)	W

^a Based on the Michigan Test scores attained at the beginning of the term.

^b Categories are as follows: L (Lexis), D (Discussion), R (Reading), W (Writing), C (Course).

Implications and Conclusion

Although much has been written about the benefits that learners derive from engaging in ER, the literature has focussed almost exclusively on the reading of self-selected titles, few of the claims have been empirically supported, and the learners' voices have largely been absent.

In this study, a detailed course evaluation questionnaire served to solicit the learners' perspectives and the findings provide clear evidence of the generally highly positive responses of the learners to the components of an integrated ER course, in terms of language development and affect—although the generally lower ratings from the less proficient learners (about 0.5 points on average) will need to be addressed in the design of future integrated ER-based courses.

While the findings from this small-scale study are limited in their generalisability, they suggest that the following modifications could well render a good integrated ER course better:

- 1) The incorporation of activities for developing reading speed and fluency (e.g., Quinn, Nation, & Millett, 2007),
- 2) The inclusion of more time for discussion of the (class) readers,
- 3) The inclusion of some non-fiction titles,

and, in addition, to ensure that the less proficient learners receive the support they need to better develop their language skills and enjoy the course:

- 4) More mini-lessons on mistakes commonly made by (Japanese) EFL learners, and
- 5) More instruction and guidance on the use of concordances and collocations worksheets as a tool for language learning.

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Appendix A

Course Questionnaire

Name: _____

Class: _____

What do you think?

It is now the end of the second term, and to help me to improve the design of this course, I would once again like to find out what you think.

For each question, please select the appropriate number (1,2,3,4 or 5) **on the answer sheet**. On the line under each question, so I can better understand the reasons for your choice, **please write a short explanation**.

Example: 1) I think I still need to improve my reading speed.

Explanation: It still takes me a long time to read 1 page of *Time* or *Newsweek*.

I enjoyed reading the books this term:

- 1) Cry Freedom
- 2) Jane Eyre
- 3) Self-Selected

Explanation: _____

I enjoyed discussing the books we read this term:

- 4) Cry Freedom
- 5) Jane Eyre
- 6) Self-Selected

Explanation: _____

The books we read this term were too difficult for me:

- 7) Cry Freedom
- 8) Jane Eyre
- 9) Self-Selected

Explanation: _____

10) I think the teacher chose good books for this course:

Explanation: _____

11) Instead of reading and discussing the same books as my classmates, I would like to have been able to choose more books myself:

Explanation: _____

12) I would like to have read some non-fiction titles (about real people or events):

Explanation: _____

13) I think that having to read 1/3 of a book each week was too much:

Explanation: _____

14) I think that having to study 10 words per section was too much:

Explanation: _____

15) I think that having to correct the sentences on my vocabulary worksheets helped me to improve my English:

Explanation: _____

16) I think that my vocabulary worksheets helped me to learn to use common English words correctly in my writing:

Explanation: _____

17) I think that my vocabulary worksheets helped me to learn to use common English words correctly in conversation:

Explanation: _____

18) I think that discussing my vocabulary worksheets in groups helped me to learn to use common English words correctly in conversation:

Explanation: _____

19) I think that discussing my vocabulary worksheets in groups helped me to learn to use common English words correctly in my writing:

Explanation: _____

20) I think that having to use an English-English dictionary helped me to improve my English:

Explanation: _____

21) I think that the concordances (lists of sentences containing words from the readers) are helping me to learn to use common English words correctly in my writing:

Explanation: _____

22) I think that the concordances (lists of sentences containing words from the readers) are helping me to learn to use common English words correctly in conversation:

Explanation: _____

23) I think making lists of collocations (words that often occur together) is helping me to learn to use common English words correctly in my writing:

Explanation: _____

24) I think making lists of collocations (words that often occur together) is helping me to learn to use common English words correctly in conversation:

Explanation: _____

25) I think this course has helped me to improve my vocabulary study habits.

Explanation: _____

26) I think this course has helped to change my understanding of what it is to “know” a word.

Explanation: _____

27) The vocabulary tests we did before and after reading each reader helped to change my understanding of what it is to “know” a word.

Explanation: _____

28) I would like to have spent less time studying vocabulary:

Explanation: _____

29) I think I still need to improve my reading speed:

Explanation: _____

30) I think the reading speed tests have helped me to improve my reading speed:

Explanation: _____

31) I would like to have spent more time learning conversational expressions:

Explanation: _____

32) I think discussing the class readers helped me to improve my conversation skills:

Explanation: _____

33) I would like to have spent more time in class discussing the books we read:

Explanation: _____

34) I would like to have done some presentations or short speeches:

Explanation: _____

35) I would like the teacher to have spent more time explaining common English mistakes:

Explanation: _____

36) I think that writing an *Instant Section Report* each week took too much time:

Explanation: _____

37) I think writing *Instant Section Reports* helped me to improve my English:

Explanation: _____

38) I think the corrections I had to make to my *Instant Section Reports* helped me to improve my English:

Explanation: _____

39) I think reading, writing reports about, and discussing the class readers has helped me to improve my level of English:

Explanation: _____

40) I think this course has helped me to improve my English reading skills:

Explanation: _____

41) I think this course has helped me to improve my English conversation skills:

Explanation: _____

42) I think this course has helped me to improve my English writing skills:

Explanation: _____

43) I think that this course has helped me to better understand how common English words are used:

Explanation: _____

44) I think that this course has helped me to better understand the situations in which common English words are used:

Explanation: _____

45) I think that this course has helped me to learn to use common English words in conversation:

Explanation: _____

46) I think that this course has helped me to learn to use common English words in my writing:

Explanation: _____

47) This course has encouraged me to study English more:

Explanation: _____

48) This course has helped me to be able to enjoy reading in English:

Explanation: _____

49) I have enjoyed this course:

Explanation: _____

50) This course has helped me to improve my English:

Explanation: _____

51) This course helped me to improve my English more than other English courses I have taken at this university:

Explanation: _____

52) I will recommend this course to my friends:

Explanation: _____

53) **What do you feel is the best or most important thing that you learned from this course?**

54) **Describe 2 ways in which you think this course has helped you to become a better language learner.**

55) **What changes would you like to make to this course?** (e.g. level of the books, kinds of books, number of books, amount of reading, design of the *Instant Section Report*, the way we study vocabulary, things we do in class, etc.) **Please explain your suggestions clearly.**

Appendix B

Instant Reader Section Report

Instant Reader Section report

Name: _____ ID#: _____ Date: _____

Class: Monday 3rd Monday 4th Period Thursday 3rd Period Thursday 4th Period

Title: _____ Book #: 1 2 3

Copy #: _____ Section #: 1 2 3 ITP Score: _____ ITP Date: _____

Reading Time: _____ hours Report Writing Time: _____ minutes

Briefly summarise this section (3-4 sentences). What is it about? What happened?
Describe the most important events.

_____.

In order to be able to easily read your corrected summary of this section of the story, and to learn as much from your corrections as possible, you may want to rewrite your corrected summary on the lines below.

_____.

Write down at least one question about this reader that you would like to discuss with your group this week.

_____.

TURN OVER>>>>

Appendix C

Vocabulary Worksheet (Shortened five-item version)

Title: _____ **Book #: 1 2 3** **Section #: 1 2 3** **Name:** _____

#1 Word :

_____ ()

Example sentence from your book (p.): _____

Pronunciation/Stress:

What do you think the word means? _____

Related Words:

What is the correct dictionary definition?

_____ ()

_____ ()

Your original sentence:

_____.

#2 Word :

_____ ()

Example sentence from your book (p.): _____

Pronunciation/Stress:

What do you think the word means? _____

Related Words:

What is the correct dictionary definition?

_____ ()

_____ ()

Your original sentence:

_____.

#3 Word :

_____ ()

Example sentence from your book (p.): _____

Pronunciation/Stress:

What do you think the word means? _____

Related Words:

What is the correct dictionary definition?

_____ ()

_____ ()

Your original sentence:

_____.

#4 Word :

_____ ()

Example sentence from your book (p.): _____

Pronunciation/Stress:

What do you think the word means? _____

Related Words:

What is the correct dictionary definition?

_____ ()

_____ ()

Your original sentence:

_____.

#5 Word :

_____ ()

Example sentence from your book (p.): _____

Pronunciation/Stress:

What do you think the word means? _____

Related Words:

What is the correct dictionary definition?

_____ ()

_____ ()

Your original sentence:

_____.

Appendix D

Questionnaire Item Means and Standard Deviations

Table 9

Questionnaire Item Mean Averages and Standard Deviations

Item #	Mean (<i>SD</i>)	Reversed Mean	Item #	Mean (<i>SD</i>)	Reversed Mean	Item #	Mean (<i>SD</i>)
1	3.73 (1.06)		19	3.23 (1.19)		37	4.25 (0.84)
2	4.08 (1.05)		20	4.25 (0.93)		38	3.95 (1.06)
3	4.30 (0.72)		21	3.63 (1.17)		39	4.33 (0.69)
4	3.80 (0.97)		22	3.28 (1.24)		40	4.55 (0.64)
5	4.13 (0.79)		23	3.53 (1.04)		41	3.88 (1.20)
6	3.28 (1.19)		24	3.43 (1.06)		42	3.88 (1.20)
7 ^a	2.75 (1.19)	3.25	25	3.83 (1.15)		43	3.83 (0.96)
8 ^a	2.33 (1.21)	3.67	26	4.40 (0.78)		44	3.40 (1.26)
9 ^a	2.53 (1.22)	3.47	27	3.40 (1.13)		45	3.45 (1.11)
10	4.48 (0.64)		28 ^a	2.13 (1.22)	3.87	46	3.85 (1.08)
11 ^a	2.43 (1.24)	3.57	29 ^a	4.70 (0.69)	1.30	47	4.50 (0.68)
12 ^a	4.03 (0.86)	1.97	30	3.30 (1.30)		48	4.65 (0.53)
13 ^a	2.55 (1.24)	3.45	31 ^a	4.15 (1.17)	1.85	49	4.38 (0.84)
14 ^a	2.03 (0.97)	3.97	32	4.30 (0.82)		50	4.35 (0.80)
15	3.95 (0.96)		33 ^a	3.28 (1.06)	2.72	51	3.75 (0.93)
16	3.83 (0.98)		34 ^a	3.18 (1.39)	2.82	52	4.48 (0.64)
17	3.30 (0.97)		35 ^a	3.85 (1.05)	2.15		
18	3.50 (1.01)		36 ^a	2.68 (1.23)	3.32		

^a Indicates a negatively worded item for which the reversed mean is listed in the Reversed Mean column to enable all means to be consistently interpreted in the same manner (i.e., a high score indicates a positive evaluation of that aspect of the course, and a low score indicates a negative evaluation).