

Extensive Reading Lecture

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Key Principles of Extensive Reading

- **Reading for Pleasure:** Encouraging learners to read material they enjoy.
- **Large Volume:** Reading large quantities of material to improve language proficiency.
- **Comprehensible Input:** Ensuring reading material is at or slightly below the learner's current level.
- **Self-Selection:** Allowing learners to choose their reading materials.
- **Variety of Material:** Providing a wide range of genres and topics to maintain interest.

By following the insights and recommendations of these theorists, educators can effectively implement extensive reading programs that enhance language acquisition and foster a love for reading.

Rob Waring: Thank you for having me. I am based in Okayama. I want to start off just by looking a little bit at the broad strokes of extensive reading. So, let's just be clear.

Question: Should the reading be easy or difficult, fast and comfortable, slow and careful, read a lot or not read much. So, what do you think?

Q1: Easy or difficult?

Answer: – Easy!

Q2: Fast and comfortable, or slow and careful?

Answer: – Fast and comfortable.

Q3: A lot or not much?

Answer: – A lot.

The reason I ask those questions is because when a colleague of mine in Bangkok and I conducted an international survey of extensive reading teachers – they are already doing extensive reading - and we asked them this question. And, so, for Japan we have a 100% of people say read a lot. 96% say read something easy and fluently. Japan understands extensive reading. They know what it should be.

However, in Thailand, Vietnam, Mongolia and so on we notice there are significant numbers which misunderstood. Remember these are people who are already doing extensive reading. So, it tends to show that it's not always clear to everybody what extensive reading means or maybe they have some broad idea, but they don't have a clear idea of what that means in terms of practical implications and practical implementations.

I want to go back to the beginning. Let's just look at how extensive reading would fit into the curriculum.

Here are some main theories of extensive reading and I am sure all of you have an SLA (Second Language Acquisition) background. You are probably familiar with a lot of this research already such as Vygotsky, Swain, Nation and Krashen already. These are what we would call the cornerstones of the approaches that we have to foreign language learning.

One of the principles is that we need to focus on form. We need to focus on vocabulary and grammar. We need to scaffold and develop language learning. We know that we need to build on previous learning. We have to go from easy to difficult. We know we need to recycle, repeat and practice. We know we need massive amounts of input. We need to have meaning focused learning that is focused on reading books or listening to stories, or podcasts where we are trying to understand the passage not necessarily trying to learn the vocabulary or the grammar. We need to have meaningful interactions and activities not meaningless activities – meaningful interactions. We have to teach the useful language before we teach the less useful language. We teach the frequent stuff before we teach the rare stuff. We need to develop fluency. We need to enhance comprehension. We need to have diverse viewpoints.

We need to have everybody involved. So, we get students to interact with people from various cultures, people from various gender backgrounds and so on and so on. We need to transfer learning between skills, so the reading becomes writing, the listening becomes speaking. We need to respect individual differences. We need to have cognitive engagement and develop appropriate thinking skills about what the students are engaged with. Emotional engagement, real life relevance, social cultural context, that is, we must embed this in some

form of social cultural context, whether that be the English-speaking world, or maybe we're learning about people in other countries and their cultures. We must focus on the learner, not so much on the teacher. We have to focus on autonomy, and we must have achievable challenges. We know that we have to control the language complexity. You can't just give complex instructions. You have to have some level of control, for example to go from easy to difficult. We know we need to repeat the practice. We know that we need massive amounts of input, right?

So, how are we doing? How is English generally taught in junior high school, particularly? Well, we still know that translation is a major teaching method. We know that memorization is a major learning strategy. Students are given things to memorize and passages of text to learn and memorize. There's an over emphasis on forms, particularly grammar and vocabulary over skill development, as there is little skill development going on.

Even at the university level, the coursebook still largely dominates. And for many people, the textbook *is* the syllabus. So, we just assume that because we have a textbook, therefore, it's written by Cambridge, written by Oxford, it must be good and must be better than my syllabus.

Therefore, we have this get through the book mentality, which is basically sort of saying, oh, you know, I've got 18 weeks with my students. I need to get through it. I need to rush to lesson seven next week because we're not going to finish the book, and our students will complain, parents will complain, if we don't get through the book. Particularly, we find this in the junior high and senior high, less so the college level.

There's a very strong test focus. A lot of the classes are teacher-led and whole class focus, so there's teaching to the whole class rather than individual teaching and individual projects. And there's very little real-world relevance. There's minimal interaction in communication, real communication, particularly junior high and senior high. And you find that too in some colleges, particularly for the English non-majors.

And there's often negative learning environments. There's often a fear of mistakes. There's some pressure going on, right? So, I think you probably, with your years in Japan, could recognize this as a kind of default picture of how we see language learning here. So, if we are looking at language learning, we can largely focus on two domains.

One would be language focused learning, which is where we're learning the pieces of language, we're learning the grammar, learning the vocabulary. Or we could have meaning focused learning, where we're focused on actually reading something, writing something or communicating. This could be input or it could be output.

So, for example, you may have a textbook here, it would give you a reading passage which has got some vocab in there. It's got some grammar in there which would help you to learn something new. The idea is to introduce something new.

But, then over on this side, maybe you've got some kind of controlled activity which would be, say, speaking activity or writing activity where you are focused on accuracy. It may be some form of test where students have to check the language that they learned here and checked that they understand it over here.

Down at the bottom here we have the focus on meaning focused input. This would be extensive reading, extensive listening, watching movies. So comprehensive input, you're focused on the meaning of the text, not so much for language.

And down here you'll be getting output, your own output which will be, for example, maybe you're writing an essay, writing a blog, email, chatting with your friends, giving a presentation, giving a speech and so on.

We can largely say there are four elements here that we need to look at. Language focused learning, meaning focused learning, the two major ones we need to have a look at. So, if we look at the typical course for junior high and senior high level, what kind of activities do we find?

This is how your students would see the language then. If you look at the way the textbook is written here, you'll see that nearly all of it here is language focused input. So here we're demonstrating here this form, so that my name is Oliver, hello.

The target forms are the Be verb, adjectives, character, "what's he like?" "He's very clever, he's polite, he's very hardworking." So, we can see the reason for the text here is not really for reading, it's not really about speaking, it's really about demonstrating a language point.

And you can see down here we have the same thing. This activity again we have controlled practice, these are largely tests, fill-in the blank, there's only one correct answer that you're allowed to have here.

Down here as well we have the same kind of things. And you can see nearly all of this is language focused, learning. And it's focused on accuracy, that is, getting something right. Now there's nothing wrong with this, nothing wrong with this, we absolutely need this. But is this enough?

If we look into something more familiar to you, which would be something like a textbook like this, we will have a typical textbook, we'd have various units, this one here is about time of the earth. We have a short text, maybe 200, 300 words. And the idea here is to maybe teach some new words that students don't know, but there's not a lot of text there.

After the activity you would then have some comprehension activities, some vocabulary, maybe some grammar. Now your textbook probably looks something like this, maybe not exactly like this, but has this design. So, this is the standard way that we teach language.

If we look at this sort of in a holistic way, a standard EFL coursebook, particularly at the college level, or high school level. You can see here that we have a certain structure. And I want to point out that when you're looking at the structure of coursebooks, I would probably say that every coursebook ever written has the same design. Not the same content but has the same design. And that design is important to understand because it's aiming at a particular thing.

What do I mean by the same design? Well, you can see here that each unit has a different topic. You can see that each unit has different vocabulary, it has different functions, different structures, different reading and listening exercises and so on.

There's a theory that's underlying this. It's crucial to understand what this design is saying about language learning. And basically, it's this. It says that in say unit one we'll be teaching maybe some grammar, maybe some vocabulary. What's the structure here? Well, the basic structure is something new, something new, something new, something new from unit to unit. Notice that these daily routines in unit 1 will probably not come again in unit four. These sporting activities in unit 3 will not come in unit twelve, which is about health or about business or about something else.

So, basically, what we have is a linear design. The theory here is because we only teach it once, because we don't recycle it, there is an assumption that they learned it and mastered it perfectly. So we don't need to teach it again. That's the assumption. We know from research that to just receptively understand a word, at minimum you need to meet it between eight to twelve times. Most words in most coursebooks are only introduced once or twice in the whole book. Less than two percent of words in course books come more than ten times

Can anybody see the problem?

Right. But that's the design. Think about your course book, that you use, it has this design, right? We call this one hit teaching. It's a huge problem, but it underlies a lot of the way that we structure courses. Think about the course that you teach. Does it have this linear progression of something new, something new, something new? Well, we know that if we teach something new today, we know that a lot of it is going to be forgotten by tomorrow. We know that fifty percent of the knowledge that you teach now will be lost within an hour. We know that. That research goes back over 150 years. Absolutely clear. We know this.

So, if you teach twenty new words to your students today, how many will they remember tomorrow?

Audience: *Maybe one or a few.*

Okay. But how many will they recall in the next class, the next week? Because the lessons of the class will be once a week. How many will there remember by the end of the semester? Right. So, the problem here is we need to fight the forgetting curve.

This is our enemy number one. Forgetting. There is no point in teaching something if we're just going to drop it. And there's no point in teaching something if we're only going to get them to meet it two or three times. There's just no point. We're wasting their time. The students think when they look at their textbook and can see they have forgotten so much. "Why do I forget? It can't be the teachers. I have the world's best teacher. I have a really great textbook. But I'm not learning anything. I can't remember anything. The problem is me. I'm not good at English, I hate English."

And this is how we kill motivation. Guaranteed to kill motivation. The students have honestly tried, but because of this design, this focus on new, new, new, new, new, new. Without depth of knowledge, without rebuilding knowledge, you guarantee you're going to demotivate at least 60% of your students. If you wonder why your students are demotivated, they have probably only ever been taught that way.

So, when we go back to our structure here, what percentage of stuff that's in course books do you think is language focused? And what percentage do you think is meaning focused, what percentage do you think is here? What percentage of the stuff that's in typical course books?

This is an analysis done by one of my M.A. students. It's a typical Japanese course book, three series of Japanese course books. She looked at every activity. Is it language focus? Is it meaning focus? Is it input or output? What percentage do you think is here?

Audience: *I guess 10%. What do you think?*

Audience: 65%.

Wow, 65%! No, it's 97%! 97% of activities in course books are language focused. In junior high materials, there is 0% meaning focus input. That is listening to a song, or a reading passage. The reading passages in the coursebooks are there to display language as we saw a few minutes ago.

Again, can you see the problem? Because of the forgetting code, we guarantee they're going to forget about it. So, we have a structural problem in the way that we present language research. So, the next issue. So how many words do you need to build to a test vocabulary size of say 2000 words? So here on this graph is your vocabulary size. 25 words, 50 words, 100 words, 700 words, 2000 to 2000, 500 words.

How much vocabulary do you need to meet to know 2,500 words?

This is the total amount of words you need to meet. So, this gets rather complicated, so listen carefully. There are different types of vocabulary knowledge. The first is what we might call 'test knowledge'. That is, the knowledge you have when you see it on the test and you can answer the question.

But it doesn't mean you can use it in your own production, and it doesn't mean you can necessarily understand it in a reading passage. But you can answer it on the test, you can say, hmm, it's probably B not C. So, we call this test vocabulary knowledge. That takes about 10 meetings.

In order to recognize words in a reading passage without having to stop and slow down and think, "what's this word?" you need about 20 meetings. But again, this is slow access to vocabulary. What we might call reading vocabulary.

And, let's say, you want controlled, productive use in, say, writing, it's probably about 50 meetings.

Audience: *Excuse me. When you say meeting, you mean the times that that word has been introduced to the student?*

Correct. So, either through the textbook or some other thing. So, that's the writing vocabulary.

So, let's say you want your student to have 2,000 words of vocabulary. If you want 2,000 words of test level vocabulary, you need 240,000 words of exposure. The textbook will give you a test vocabulary level of 2000 words. If you want to have reading vocabulary, you need to meet 478,000 words of text. And 1.2 million, if you want it to be able to use it in controlled writing activities.

That's the mathematics of language. So, in terms of the amount of text you need to meet to read, in order to get 2,000 words at these different types of vocabulary knowledge. Basically, 1.2 million words of text will get you a controlled writing vocabulary about 2,000 words.

How much is that? All of Harry Potter, 1 time.

So, which words are in the course books?

Again, you don't need to at the data in this slide. All you need to do is look at this. This is analysis of the words in the course books of the 2,816 words in the New General Service List. Many, many, many of those high frequency words are not even in the books at all. The government has a goal of 1200 words for junior high, 2,100 for senior high. Only 49% of the 2,100 words are actually in senior high textbooks. 50% of the words are missing from the course books. These are government recommended course books. You can only get recommended if the government says he has a good textbook, but 50% of them are not carrying the data governments say they need is not even in the books.

We have another problem. Again, don't worry about the data, but basically what this slide is saying is that after about 8 years of instruction, a typical Japanese high schooler knows about 1600 words at the test

vocabulary level. If we look at this, if we add up all the words that the students would meet in their junior high and senior high textbooks, add them all up in their entire exposure.

Double it. Let's assume they go to evening class. Let's assume they look at a YouTube channel. It's somewhere around 400,000 words that they meet. What language will they be able to have from this? We'll have about a 2,000-word test book vocabulary. They will have about 1500 words of reading vocabulary. They will have about 600,700 for writing, about 200 or 300 available for speaking activities.

If you go to Tottori Station and just speak to somebody, and say, "excuse me, hello, can you tell me the direction", a typical Japanese student who is 18 to 20 probably had about 200 or 300 words in the verbal category. But they can probably take a test and show they know 2,000 words.

What does this tell us? This tells us there's a direct relationship with the knowledge that they have with the amount of language that they meet. If you want your students to get higher level, let's say C1 - that's the aim of your English department here. You want your students to graduate even higher. Well, you need about 7 million words to get to that level right. So, if you want the students to get to a high level, that's the amount of text that you have. There's no way around it. This is to do with the frequency how certain words appear, but the distance between them. It's very easy to learn these high frequency words because they come again and again and again. But the words above the 1,000 to 1,001, it takes more time to meet that next word.

When you already know to 5,000 words, 6,000 words, it takes even longer before you meet that word again. And the memory of that word in your previous meeting is much weaker due to forgetting. So, it gets increasingly difficult to build an advanced vocabulary, which is why the vast majority of students end up at around intermediate, high intermediate, possibly after 4 years in the English department. That's where they end up. It's almost impossible for them to get to advanced level without masses and masses of extra practice. So, what does it mean? As I said, there's a direct correlation between the amount of language met and the number of words known and the reading ability. Students will not improve unless they meet huge amounts of vocabulary. Time and time again. Regularly, fighting the forgetting the curve. You need to get from A1 to A2, B1, B2, B2, C1. But if you want your students to get to C1, at least three or four million to seven million words, they're going to have to meet. A typical course book has 20,000 words. There's no way to avoid this.

What you could do is you could have an intensive vocabulary learning course, where you have your students intensively learning the words through say rote memorization. That will shorten the time. But it will only get you that form meaning relationship – the first level of word knowledge, it will *not* build you the depth of knowledge of the collocations, associations and so on. It will only get that initial knowledge.

I strongly, strongly, strongly suggest if you don't already have a department-wide independent vocabulary learning system, that you start one tomorrow. Tomorrow, because there's a huge gap in the course books. And there's lots of other words that students don't know.

So, this is why most EFL programs at university only expose their students to about 300 or 400,000 words total across their four years of university. And therefore, most students would probably graduate at A2- B1. That's my experience of 30 years of my university, in the English department. Their English level a direct outcome. We see relatively little in terms of personalization, relatively little in terms of thinking, critical thinking, and cognitive engagement, and variation of different world languages. They don't seem to meet lots of those. These sort of soft skills, emotional intelligence, negotiation skills, conflict resolution. So, for a bit of fun, I asked Chat GPT, how would you design an online language course to guarantee students get demotivated and hate English? How would you design that course? Can you guess?

Well, over-emphasize grammar drills, ignore their learning needs and interests, minimize interaction and communication, provide incomprehensible input. Give no feedback or negative feedback. Use uninteresting materials, create a negative learning environment, ignore the cultural context, ignore using technology. You can read the rest. Does that sound a little bit like some of the classes that we teach? That's how to kill your students. So, if we have this type of a program, we should not be surprised at all that our students are demotivated. They don't really like English. Or they cheat on tests. Or they do anything they can to get through the course and don't care. Right? It's no wonder that we have these outcomes.

Now, of course, you don't do this, but many schools do. What common sense things are we not doing well?

We are emphasizing form too much. We have critically insufficient input. We have a teach and drop approach. We are poorly planning the recycling. We don't fight the forgetting curve enough.

That's our number one job, fight the forgetting curve.

A lot of the work we do is largely unprincipled. We're just following whatever Cambridge has told us to. Whatever the syllabus they've given us. And relatively low cognitive emotional social content.

So, if we're only going to use course books, they're going to be good for focusing on form. They're going to be good for scaffolding. Usually, they go up from easy to difficult. And they're probably very good at teaching useful stuff, but not for the least useful stuff. They are probably quite good at the frequent before the less frequent. All the rest of the needs are missing if we're only using course books.

So, please don't misunderstand me. I love course books, but they're not enough. There's lots of stuff they can't do. They're a starting point only. Okay?

So, why are my students so unmotivated?

Well, we often hear teachers say this, well, my students are unmotivated. Well, first, they just don't work hard enough. Or they're just generally unmotivated. They just don't like the topic. Or they don't understand the topic. Or the English level is too low. These are very standard responses you get from some teachers.

(Hand raised by an audience member.) Yes?

Audience: *Why is it we hear "my students are unmotivated"?*

Well, our tendency very often is to blame the students and not blame the instructor.

Audience: *They don't work hard enough.*

They will work hard enough if you give them a sense that the course is useful and achievable. If you build up and scaffold the knowledge for them, they will work hard.

Audience: *They're demotivated.*

No, they've chosen your course. Therefore, they're motivated to take your course. That's why they're there. They want to take your course.

Audience: *They don't understand the topic.*

No, they probably didn't get enough preparation. The text you'll give them is too difficult. That's probably the problem. The problem is the text you're giving them. It's not that their ability is too low. It's the text you're giving them is too high. The problem often when reading, reading instruction is that the text is inappropriate. That's often the root cause.

All of these things will lead to demotivation.

We do have to be very careful about the level of text we give to our students. If we give a text to the student, what percentage of the words of the text do the students already know so they can read comfortably and understand? They should already know what percentage of the words are on the text.

What do you think? How many percent? 98 percent is the answer. Let's have a look.

What about **90%**? Do you want to take a test on that? Do you think you'll be able to work out what can you guess the meaning of this word? From the context? Probably not, right? Maybe to work out is it a noun or an adjective or verb? It's really intensive study skills you're applying to this.

How about **95%** coverage? Again, you are probably not comfortable. You probably don't want to take a test. You're probably dealing with this as a linguistic exercise rather than a reading exercise.

We know that anything lower than **90%** we call reading pain. It's just too difficult, probably demotivating. Between **90% and 98%** is instructional level. You can deal with them, but it's probably slow. A lot of dictionary use, a lot of hands in the air.

This is the extensive reading level where only **2%** or maybe **1%** of the words are not known. You can read it smoothly. You're not going to be slowed down. And above that would be, say, speed reading practice.

This **98%** range is the sweet spot for extensive reading.

A lot of the study words that we do, the study work that we do is kind of here somewhere, often here as well. But we need to have this massive amount of language as well.

So, we know that if comprehension is low and the speed is low, your slow, intentional reading, very high effort. This is slowly with many pauses, fast and flow of high, a few pauses, high, comprehension, in the flow zone. So, the question is, are the students reading extensively? Well, you don't know that. Only they know that. You can't possibly know that because you can't open their head and find out. So, we need to train students to be able to think about their reading like this. Can you read the text? If you can read it fast, and high comprehension, then they're able to deal with it extensively. If the answer is no, they're probably doing study

reading. The question is why build reading speed? So, when you are reading slowly, we tend to be letter by letter by letter by letter, right?

When you read faster, you can actually see individual words. Your eye is moving from word to word to word. But when you read faster than that, we know that students are not reading letter by letter, or word by word, they read like a chunk of words, a chunk of words. This is processing ideas.

You process the idea of an old man, the idea of, taking his dog and the idea to a park. So, this eye movement sees a chunk of language, an idea. And if you're reading at this level, fast, fluid and high comprehension, then you're going to remember more because you're focused on ideas.

You remember ideas, better than words. So, I'll ask you, what did you say to your partner at breakfast this morning? You can say, oh, my partner said something, something, something.

If you say, which words did your partner say at breakfast this morning? You can't remember. But we do remember ideas.

So, if you want students to improve their understanding and you want students to remember more, we have to make sure that we read at the idea level, the fast, fluent, high comprehension, 99, 98 percent.

So, what is extensive reading, extensive listening? Simple definition, read a lot of books you can enjoy comfortably in high comprehension. So, it's naturally for information and enjoyment. It's not language focused. It's meaning focused. The student should be thinking "What's the book about? What's the story about? What's the text about?" It's not "which words are in it, which new words can I learn?"

There's very little unknown language, and hopefully you're going to share the reading experience with other people, and you can read anything that you like. That's largely what we do with extensive reading and extensive listening. So no dictionaries involved.

In summary, there are two types of reading.

So, one type of reading is to study the language intensively, to learn new words grammar, language features through reading text. And we saw that before with the text I showed you from the course books, right? That's our study reading, language focused reading.

Reading lots of easy books to increase reading and reading comprehension. That's extensive reading. And these two types of reading need two types of materials. So, if you want to do study reading, we use textbooks, worksheets, tests and so on. I've done in the class. Everybody has the same material. We're working on phonics or alphabetical vocab, grammar, reading skills and so on.

When doing extensive reading they are choosing your own books, building fluency, Focused on Comprehension, Natural Reading Practice. **This is learning to read and here is reading to learn.** Very different focuses.

So, it's about building the skill of reading, that fast comprehension of text. So, children or students are not reading extensively if they have to stop to look up words.

If the aim of the reading text is to teach new words of grammar that's not doing extensive reading. If you bring a text to the students and you're teaching words in grammar that's not extensive reading. That's studying. If they don't enjoy it, they're not reading extensively. And if you're checking their comprehension all the time, that's not extensive reading.

Preferably, they should be choosing their own books, fluently without a dictionary, sharing the experience with others and integrating what they learned into the overall language.

So, as I said before, here's our forgetting curve. What we need to do is teach something with a course book, but they're going to forget it, so bring it back again soon. But they're going to forget it again, bring it back soon. But we need to have this deep learning.

So, you can see here the knowledge is going to increase over time. Through repeated practice we are going to build that depth of knowledge. So, what we need to do is we need to continue with our course book, but we need to make sure that the language that they're learning, this language in the course book, comes again in these books.

And the idea here is we start with young children, we start with phonics, then they read the easiest books, 30, 40 books at this level, they get very good at it, move up. Then 30, 40 books at the next level, get good, move up, move up, move up. And eventually they deal with native texts. So we systematically build people up. Don't make them jump too soon because it then becomes study reading.

All right, so these are graded readers. You're all familiar with them, there's many, many different types. There are five or six thousand ones, many, many different types. Very easy level, one or two sentences. Next one. Short paragraphs, not just present tenses only, the past tense not yet too soon. The next level has paragraphs, note there are two-part sentences here, still quite straightforward up here, fewer pictures, little bit deeper text. We've got relative clauses here, compound sentences, and eventually we move up to native text.

In a typical extensive reading time, a text first, you're going to have students read something easy at that level. Why? To develop fluency, to support the learning, and it's learner focused, because they choose what they want. They choose their own books or choose with a partner that's individualized. They built it up totally, build cognitive and emotional involvement, because they're choosing which book to read and they're going to be reading, hopefully, enjoyably, their cognitively, hopefully, emotionally engaged.

And hopefully they're going to be reading about other cultures, and other people, and so on. So if they read quickly, at least 80 to 100 words a minute, They're going to be reading 4000 to 6,000 words per hour, per hour. And that will help by recycling, repeating the knowledge, build the depth of learning, master exposure, build fluency, read for meaning, meaning focused input, and hopefully afterwards they're going to discuss the reading with other people, which leads to skill transfer, meaning focused output, and meaningful interactions.

So typical activities that follow would include reading reports, students hate reading reports, teachers hate reading reports even more, because they have to mark them. So very often you ask students to have activities, here students have made a little play, and they're just re-enacting the play through. These are activities students are talking together, or they're making a presentation. Here the students recorded her book report, and she's put it on to, I think it's either YouTube or Flip, you know, Flipgrid. Other students would look at it as well. That's a very typical activity, or you could ask the students at the lower level to draw the story, making pictures out of it.

You could do direct assessment, you're already using MREADER at the moment, so you can do tests, you can do tests for students, use MREADER or reading reports, that's perfectly okay. Here's MREADER, this is an online free quiz system, which students read the book offline, they then take the quiz online, there's no books here, only the quizzes, but the students can then do this, you can monitor who's reading what, who's understanding it, so if you want to monitor your students, this is a free way to do so.

This is a useful thing to do as students who've got a dice, and you just roll this with your students, so you have two people talking together, take a dice, roll the question, play what's the name for it, it's having fun.

This is always useful if both of you read the same book, if you read different books, it's kind of like, oh really, right, it's often better to have buddy reading rather than everybody reading something independently. So, these ones I think you can buy from some online store from Fukuoka, but you can make your own, or get students to make their own, it's not difficult to make your own cubes of questions.

For low-level students, sentence completion gives them something to start the sentences for high-level students, you just give them blank paper. Or if you want to, you can ask them to tell the story by drawing the pictures of the story. This is only four pictures, but you can have eight or ten or sixteen or twenty. Ask them to draw the stories around the students and then explain it to someone else. You can get them to make a summary, like here, this is a summary about the book itself.

Down here they can take pictures, take photocopies from the book itself, and then mark it up and explain what's going on in the story. They can retell by only showing the pictures. As I say over here, you've got the poster, this is of David Copperfield, this is done by some colleagues in Indonesia. And Flipgrid is one way where you get students to record their videos, and then you can have everybody watch everybody else's video log of the stories that they've done, and make comments on it. Or you could write to the author or a character from the story, or you can get students to write their own story. Or write the story from the woman's perspective, not the man's perspective, or write the story as if it's set in space. Now write the story as if it's changed in settings, for example.

And you can use that for creative writing, particularly useful for writing classes. And this is a nice idea, students make bookmarks in Indonesia. Now if you're looking for activities, there's a guidebook written by the Extensive Reading Foundation, that has about a hundred different activities here.

So as a teacher, what do you do?

Well, your job as an extensive reading teacher, first of all is not to teach, there is nothing to teach, except just to guide them to know how to read. So, your job as an extensive reading teacher is to check the students understand why they need to read extensively.

You need to make sure that you're talking to the students and saying, this is why you're doing extensive reading. Right? We're doing it for massive recycling, independent development, autonomy. You choose your level, you choose what you want to learn about, that's about you. Make sure that we get the right level, not too high, not too low,

READ, making them learn to read at the right level is probably one of the hardest things to do. Because very often they're being trained to read something difficult, because they believe their job when they read is to learn some new vocabulary. To get them out of that habit it is very hard for some. However, if they do find a book that's too high for them, but they really, really, really want to let them, they really, really want to read it, let them have it. Motivation trumps everything. If they really want to read it, they're motivated to read something too difficult let them have it, let them have it.

Right? But if they're struggling with it, then say, look, why don't you put it to one side and come to me at the end of the semester when you can read these things? Make sure that they are understanding the books, checking their understanding through communicative activities. Make sure they're doing enough reading. We're going to talk about how much we need to do soon. They can select the right books at their level, that's hard, that's not always easy for them. Very often they are not used to these resources, they didn't even open the books, they just looked at the code. Right?

So how much reading? Well, we looked at this before. How many total words do students need to get to advanced level? Well, you already answered this before, right?

4 million words.

All of the Harry Potter books 4 times. That's the amount of reading they need to get to an advanced level.

That's a lot of reading. A lot of reading. Not only reading, but listening or watching videos or any form of input that they understand. Input that they don't understand doesn't count. If they get an input, but it just doesn't stay in their head, they don't really understand it. It doesn't count towards this. Because that's intensive. So, as I said before, if they're reading one graded reader a week, that's thousands of words a day. But a typical course book only has 5,000 to 10,000 words in the texts. I'm talking about junior high school now.

So, the question is, what type of input should you give them? Not just any input. It has to be stuff they understand. So, if they go out onto the internet, they'll start to give articles or Song lyrics or reading, watching Harry Potter movies or any native book that they get. The question is, can they really smoothly, easily comprehend, easily? Most of the time, no. If that's the case, then we go back to our curriculum,

We go to input, we go to language focused learning, meaning focused learning. If we have newspapers, websites, YouTube movies, and stuff down here, which is the meaning focused input, if it's too difficult for them, it's not meaning focused input. It's language focused input. It's too difficult for them if they have to struggle with it. It's language focused input. So don't just say, all my students are watching YouTube. Only if they understand well, can we call it meaning focused input?

This, therefore, is the missing piece of the puzzle. This is what's missing in language education. So, how can I find time for this? Well, the first thing you do is you make sure they have a great graded reader, put it on their desk. It can be at any time. So, if they finish something early or they're waiting for the teacher, just pull it up.

My students know they have to be reading the book when the teacher walks in the room. They'll be silent when I walk into the room in the morning, and they're already reading their book. And I'll let them read for about ten minutes while I'm getting the class ready and plugging in my computer. They know what to do.

Or if they finish early, they pick up their book. They can start reading class at school, later you assign reading this homework. If you don't have class time, assign it as homework. Flip the classroom. Sometimes it's better to have the extensive reading activity in class and put the boring stuff from the textbook out of class.

There's a lot of stuff in course books which actually can be done at home. Such as **Read the text and answer the questions. No need to do that in class. Do that at home. Don't waste time in class just watching them do exercises. Get them to do those activities out of class.** The point is to take some of the textbook stuff out of classroom and move it to homework.

So, you have to build a library... The questions to ask are: Are you going to have extensive reading in each class? Or, are you going to have a dedicated library. Thankfully, here at this university you do have a library of graded readers. But there's only about 2,000 books, but you have way more than 2,000 students here, right?

So, are going to keep books in the teacher's room and you just bring them in like a little suitcase, bring them to class. You've got book bags; you've got a book cart. So, if you're going to expand the extensive reading through your program, you'll need to think how you're going to deal with this. How are you going to build the extensive reading into your program and into your individual classes? My hope is that you'd have a department wide or a school wide approach to extensive reading and extensive reading.

Not just an individual approach, because then you'll have one teacher say, oh, I can only do 2 books a semester. Oh, we're doing, 3 books a week, you're going to have students complaining that in this class they do so little and this one they do so much. So, you need to have a cross-department strategy for building existing reading.

If you do have a library, thankfully in your library, your books are color coded. It's from easy level down to the more difficult levels that students can see.

The student thinks "I'm a green person, a blue person", very, very useful. Unfortunately, the books are not together by color, but they should be together by color. In fact, they're separated by color, so I do have some books which all the students have the same books,

I have 30 copies of the "love story." And we do that, but there's the first graded reader of the year.

So, they're familiar with reading one story. It's worth having one or two class sets just to introduce them to the concept of extensive reading. For books which are very popular, I put gold tape on them, so the students can easily find the popular books.

It's a good idea to have CDs with the book.

Now, many students don't have a CD player anymore. If you do have some CD players, please use that. Sometimes publishers have the audio available online, and you can get a QR code and link it. That's a lot of work. If you have a dedicated library like you do, this is a very typical library. It's a very boring library, not particularly interesting library. It's very hard to find books here. Where would you start? Where would you start even looking for a book there? There's no guide to help you. This one also had all the books by publisher. No idea where to start.

All the books are facing forward, not at all interesting to try to find the books.

This is my university's reading room. Here you'll see there are some books that are just spine forward. Many of them are face forward, and students can choose how they're different colors. You can see white, green, blue, pink, and so on and so on. We have a sign-out book, and all the books are colored so the students know where to go. This is an honesty library, and we lose about 10% of books per year. But very luckily, my university has an ongoing budget, and we're ok with that. You don't lose anything here. So, that's why it's better to put it in the university library if you can. They have a borrowing system. I hear we have a dedicated library.

If we have about a thousand students per year, we implement extensive reading.

Audience: *How many books should we have, in your opinion?*

Okay, so, well, it depends on the profile of your students. But generally thinking you want to have about five books per student available.

Audience: *So about five books per student?*

One way is about the right level, I would say. Each student will take out one book that leaves them four books to choose from. There's still a lot of huge amounts of books to choose from, but I would say at least five books per student that's running the program.

Books need to be displayed properly. You need to have students going in and making displays, so you'd say to the students like, "your job this week is to find ten ghost stories. Go find them and make a display." "Your job this week is to find ten books which is about detective stories."

The idea is that students go in and look through the library, we're trying to find these books. They make the display not you. That's a secret way for them to learn the library.

So, I think that with online subscription, you use online websites on the computers.

That's one of the solutions.

There is a very good solution called X-Reading, which is available.

It's a subscription system where schools pay per student per year, but you have unlimited access to two thousand books that have many, many different levels. Any student can go at any time and it records all the student reading data. Every book the student reads, it records all the data that can be anywhere, any time. They don't need to be inconvenienced by going to the library. So a lot of programs now are moving towards digital solutions which takes all the management away from the library.

Audience: *From your point of view, holding a book, using a computer- which is best?*

Okay, so if you ask the students which do they prefer, they will tell you they prefer digital. But not for the reading experience. They prefer the digital experience to be easy access. They don't have to come all the way into school to go to the library. They like access at any time. If you ask about the reading experience, they say paper. Right?

However, if you don't have a cooperative library, and if you're worried about losing access, and you don't have what would be lots and lots of money to build a library initially, then the digital library is your solution. However, a digital library is more expensive in the long term because you have to pay every year. Whereas the books you only pay once. Right?

If you have a 2000-yen subscription for, say, X-reader, that buys you three books, which you can keep for 10 years.

The upfront cost is more expensive for a paper library. But it also means you have to stock it and store it, but to make sure the library is okay with that, it costs time and effort to manage that library. Much less with the digital library.

Very often what happens in a class is the students are reading their books, or maybe filling in a report if they wish to, completing exercises, or they're choosing books filling in a reading log about which books they read and how they work. Or, they are discussing with the teacher. This is what the extensive reading teacher is doing.

Going around and individually talking to students how you're reading what's going on or by the way you like romance here is a good romance book. So, lots and lots of personal one-to-one. The great thing about extensive reading is there's no lesson preparation. No prep at all.

Audience: *Do you (as the teacher) need to read all of the books?*

It's a good idea to know your own library. At least know what they are. At least have a fairly good idea. So definitely you should read a fair number of them. Many of them you can skip. You can do some timed reading. Some time reading activities are very useful as well. Build their reading speed.

And so on and so on like this. So, there's different types of extensive reading. The minimum is that reading is easy, fast, high comprehension and fun. Here is a list of other key Extensive Reading Theorists that I recommend: Stephen Krashen, Richard Day, Julian Bamford, Paul Nation, and Susanne Reichl.

Anyway, that's all the time we have today. Let's end here. Thank you very much for your attention today.

END OF TRANSCRIPT

Workshop Location: Tottori University

Workshop Date: 2024 July 4

Transcribed by: Michael Muller & Christopher Hollis

転写者: マイケル・ムラー & クリストファー・ハリス

Some other key Extensive Reading Theorists

1. Stephen Krashen

- **Key Contributions:** Krashen is well-known for his theories on second language acquisition, particularly the Input Hypothesis. He emphasizes the importance of comprehensible input, which is crucial in extensive reading. His "Free Voluntary Reading" hypothesis suggests that reading for pleasure can lead to substantial language acquisition.
- **Key Works:** "The Power of Reading," "Principles and Practice in Second Language Acquisition."

2. Richard Day

- **Key Contributions:** Richard Day, along with Julian Bamford, has significantly contributed to the field of extensive reading. They have outlined principles and practices that support extensive reading in language education. Day has also worked on practical guidelines for implementing extensive reading programs.
- **Key Works:** "Extensive Reading in the Second Language Classroom" (co-authored with Julian Bamford).

3. Julian Bamford

- **Key Contributions:** Bamford has collaborated with Richard Day on extensive reading research and practical guides. He has been instrumental in promoting extensive reading as a means to improve language proficiency and literacy.
- **Key Works:** "Extensive Reading in the Second Language Classroom" (co-authored with Richard Day).

4. Paul Nation

- **Key Contributions:** Nation has extensively researched vocabulary acquisition and the role of extensive reading in language learning. He advocates for a balanced approach to language learning, which includes extensive reading as a critical component for vocabulary and language development.
- **Key Works:** "Learning Vocabulary in Another Language," "Teaching ESL/EFL Reading and Writing."

5. Susanne Reichl

- **Key Contributions:** Reichl has contributed to the understanding of the affective and motivational aspects of extensive reading. Her research focuses on how extensive reading can foster positive attitudes towards reading and enhance learner motivation.
- **Key Works:** "Cognitive and Affective Aspects in the Choice and Reading of Literary Texts."