

**Extensive Reading Conjoined with Writing Activities as an  
Effective Component of English as a Second/Foreign Language  
Programs**

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## Extensive Reading Conjoined with Writing Activities as an Effective Component of English as a Second/Foreign Language Programs

### **Introduction**

English has become the central language in the world because of globalization. This idea is not new anymore. As English has been popular, many students all over the world are trying to learn English as a second or foreign language.

Language is usually thought of as a vocal process, but it is also visual. In learning English as a second and foreign language, many people focus on speaking. However, reading is an important part in learning a second and foreign language, especially in academics. Reading fluency is also an essential component in achieving language learners' goals. A large amount of research has been carried out on reading and learning to read. Regarding reading fluency, reading a lot is suggested as one of the good practices for learning English as a second language (ESL) and foreign language (EFL) as well as in first language (L1) learning. Extensive reading (ER) is growing in popularity in reading classes for both native and non-native English students. In addition, ER joined with writing activities is an effective component for language learning.

For many decades, people have been increasingly interested in ER programs. ER is one of the effective reading approaches. ER means reading widely, in high quantities, and with pleasure. The purpose of ER is "to improve reading skills by processing a quantity of materials that can be comprehended and pleasurable" (Gebhard 203). Marusic also supports ER by stating that it "can help improve reading skills in native and foreign languages and can also have a beneficial effect on the development of other language skills" (88).

ESL and EFL learners need to be exposed a large amount of time in the target language, English. In particular, EFL learners lack the exposure time to English. There are

many evidences that ER programs are beneficial for students to obtain large amount of input of English. Also, ER makes students motivated to learn their target language.

Though there are many benefits of ER, it has not been paid attention to by teachers, curriculum supervisors, and students in South Korea. Most Korean educators are primarily concerned with the entrance test to college and speaking in English. Reading in English is considered only as translation and is needed for solving the questions on the exam. Much of the reading Korean students are doing is based on individual sentences and short reading passages from course books or exam practice papers. These are usually used as a focus for language; students are asked to concentrate on vocabulary or structure and, possibly, to practice or develop specific reading skills such as scanning or guessing the meaning of unknown words in a particular context. This kind of reading is known as intensive reading (IR). IR, of course, is a crucial reading skill which is appropriate for very difficult texts. When students pause and carefully study difficult sentences, they can get a better understanding of their grammar. However, too much careful reading might cause students to have poor reading habits such as paying attention to every single word and reading at a slow rate. Korea is well known for its low level of English competency considering the large amount of time spent on English education.

Combining reading-writing can help students improve their language abilities, especially as reading is input and writing is output. More specifically, ER and writing together is more helpful for improving students' language skills than just reading and writing together. Making connections between ER and writing is an excellent way to improve language proficiency because it offers students opportunities to think critically, organize their thoughts, and share their knowledge.

One of the most important parts of teaching language is how teachers motivate

students to study their target language. In other words, how can teachers foster in students a desire to learn? It is not, of course, the only way to encourage language learners, but it can be a very effective way to motivate students to learn English. In addition, appropriate instruction of combining ER and writing activities can help to improve general English skills.

In this paper, I will try to show how ER in a second and foreign language has become a useful and motivating way of language teaching. I will first argue that reading as a L2/FL and ER are effective ways of fluent reading. In the second part, I will briefly define ER and explain the theoretical frame of ER, major characteristics of ER, and benefits of ER. Third, I will point out the connection between ER and writing activities, which is very helpful for language learners to improve their language proficiency. Finally, I will discuss effective ways of instruction which combining ER and writing program in South Korea.

## **1. Reading**

In ancient times, not all people could read text materials because literacy was limited to certain special groups of people. Before the invention of printing, copies of a manuscript were made by hand and took many years. After the invention of print technology, people were familiar with text materials. The invention of printing provided people with a wide range of access to written texts. In modern society, no one can avoid an environment surrounded by print materials such as e-mails, newspapers, documents, magazines or novels for fun. Reading is very important part in our lives. If we are illiterate, it might be uncomfortable to live.

In language learning, reading is a very important part among other language skills such as speaking, listening, and writing. Especially, in learning a Second or Foreign Language, reading is the most important language skill for academic purposes. Grabe and

Stoller state that “In academic settings, reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations” (187). As we already know, there are many reading forms that we call ‘reading’, including serious academic reading, reading a new novel by one’s favorite author, reading a magazine or newspaper by skimming, scanning the television listings for one’s favorite program, reading aloud for children, reading subtitles when one watches a movie in a foreign language, etc. We are all surrounded by massive amounts of reading materials. In addition, Grabe says that the purpose of reading is to learn, integrate, evaluate, critique, and use general information (*Reading in a Second Language* 8-10). Though there are many forms of reading and purposes for reading, this paper will focus on reading for academic purposes.

### **1.1 Reading as a cognitive process**

In L2 reading issues, these are related to students’ abilities such as “word recognition skills, vocabulary knowledge, reading rates, syntactic knowledge, and L2 world knowledge and cultural knowledge” (Grabe, “Reading-to-Write Relations” 29 ).When people read a meaningful text, active and fluent reading processes occur that allow readers to build meaning from reading material. Meaning remains in the readers’ mind not in the printed text.

To comprehend written language, we rely on our ability to recognize words, phrases, and sentences (bottom-up or text-driven processing), as well as on our background knowledge related to the content of what we are reading (top-down or conceptually-driven processing). These two processes interact as we read, resulting in a degree of comprehension (Gebhard 195).

Day and Bamford give the following simple definition of reading with regard to the cognitive point of view: “the construction of meaning from a printed or written message”

(*Extensive Reading* 12). This issue of how readers develop meaning from texts has drawn cognitive psychologists' attention for a long time (12). In the construction of meaning, one reading idea is that the readers obtain information from the texts using the knowledge that they already have. Day and Bamford point out that comprehension is related to readers' background knowledge of their first languages, the world, and their cultures, etc. A key factor for comprehension is the ability of readers to apply their knowledge to the text.

Regarding this ability, Day and Bamford refer to 'schema theory'. They assert that schemata are effective during the comprehending process, and it helps readers organize new information with previous knowledge. They mention that "schema theory provides one way of understanding how this organization of knowledge might be achieved" (*Extensive Reading* 15). Ajideh explains further that schema is "a hypothetical mental structure for representing generic concepts stored in memory and can be seen as the organized background knowledge, which leads us to expect or predict aspects in our interpretation of discourse" (4). Ajideh clarifies this view in the following two ways:

1. New information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded;
2. New information can be represented by new mental structures. In this case, in the absence of already existing schemata, new knowledge builds up new schemata (5).

According to Carrell and Eisterhold, Bartlett defines schema theory as the role of background knowledge, which is called previous knowledge, in language comprehension. They point out that learners can get meaning from their background knowledge when they

read a text, and the background knowledge which they already have are schemata (556). In this way, the reading process is a link between background knowledge and meaningful context.

## **1.2 Reading in a second language vs. L1**

As English has become a global language over recent decades, it is now a necessity in the most of the world's educational systems. Therefore, reading is an important part of English education, especially for foreign or second language learners. There is a great deal of research on ESL reading. According to Anderson, many students need to read to master their academic courses. As they improve reading skills, the learners begin to show their progress and meet their goals in academics (1). Grabe confirms Anderson's statement that many students studying English as a second language can improve their skills by reading in English which are needed to further their academic goals (*Reading in a Second Language* 6).

An important question regarding ESL/EFL students is whether it is possible to successfully learn a L2 or FL in the same way as First Language (L1) learners do? This issue has been long argued because there are several different characteristics between an L1 and L2. From a cognitive viewpoint, fluent first language reading and fluent second language reading are not much different (Day and Bamford, *Extensive Reading* 15). Anderson and Urquhart state, "We do not, and indeed find it difficult to, draw a clear distinction between first and foreign language reading", in the beginning of their book *Reading in a Foreign Language* (qtd. in Day and Bamford, *Extensive Reading* 15).

However, there are other perspectives. According to Koda, L2 reading and L1 reading are definitely different because L2 reading involves transferring between two languages (*Insight* 16). Koda points out three differences between L1 and L2 reading.

1. L2 learners can draw on their prior literacy experience, which potentially provides substantial facilitation
2. L2 reading instruction begins before sufficient L2 linguistic knowledge has been acquired... Whereas L1 instruction emphasizes decoding to enable children to link print with oral vocabulary, L2 instruction focuses on linguistic foundation building.
3. L1 reading assumes that information processing occurs in a single language, whereas L2 reading necessitates dual-language involvement – another factor separating L1 and L2 reading (*Insight 7*).

As Koda defines transfer as “the ability to learn new skills by drawing on previously acquired resources”, she thinks that prior learning experience can be a source for learning a new language (*Insight 17*). Grabe and Stoller mention several weaknesses in L2 learners such as lack of language skills, vocabulary knowledge, cultural knowledge, and intuitive foundation in the structure of the target language (qtd. in Koda, *Insight 18*).

Renandya also raises some difficulties concerning being successful in second language or foreign language learning. He mentions that it is not easy to find appropriate teaching methodologies, well-qualified teachers, authentic textbooks, and efficient learning strategies. Crowded classrooms and unmotivated learners also cause a lack of success. In first language learning, learners can be exposed to large amounts of language input easily. Conversely, in second language or foreign language learning, a large amount of language input is rarely possible. Especially, in EFL situations, opportunities to use the target language are not allowed, and the most serious problem is insufficient amounts of input in the target language. The students only use the target language during class or during the course of the program (135-137).

Regarding this problem, Rodrigo studied students who were exposed to a large amount of written and aural input. He discussed whether improvement would be made in language skills like acquisition of grammar. Rodrigo divides 130 students majoring in Spanish into two groups: 78 in the experimental group and 52 in the control group. Both groups were taught using a content-based approach, but they were not given specific grammar instruction. This study took five semesters. Only the experimental group practiced additional extensive listening and reading. They listened to 16 topics in which they were interested and read two novels. The experimental group students worked on extra listening and reading activities outside of class as an assignment. At the end of semester, both groups took a grammar test. The results show that scores in both groups improved; however, the experimental group obtained higher scores than the control group. Through this study, Rodrigo confirms that extra comprehensible input like extensive listening and reading is helpful for students to develop their language skills (10-12). How much language learners are exposed to the target language is very significant in enabling them to develop their language skills. According to the results, ER provides students with the amount of exposure time needed to improve the target language.

Anderson suggests eight strategies to be considered in teaching L2 reading: activate prior knowledge, cultivate vocabulary, teach for comprehension, increase reading rate, verify reading strategies, evaluate progress, build motivation, and plan for instruction and select appropriate reading materials (2). First, Anderson suggests that English teachers in ESL/EFL should give students a variety of activities to activate the prior knowledge of the students in the classroom. The prior knowledge has an influence on reading comprehension because students bring their background knowledge to a text such as “life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one’s

first language works, knowledge of how the second language works, and cultural background and knowledge, to name a few areas” (11). Anderson considers background knowledge as schema in the reading literature. Carrell and Eisterhold also declare that “a reader’s failure to activate an appropriate schema [...] during reading initiated by setting goals, asking questions, and making predictions” (qtd. in Anderson 12). Second, much research has been done on the role of vocabulary in the reading process, and it has carried on second language learning. Levine and Reves refer to the “Lack of adequate vocabulary [...] as one of the obstacles to text comprehension” (qtd. in Anderson 25). Anderson declares that L2 learners need to be clearly taught basic vocabulary and guess the meaning of new vocabulary in context (25). It is the common skill of acquiring vocabulary to predict the meaning of words in context (26). Anderson also refers to ER to cultivate vocabulary stating as follows:

I explain to my students that the most successful way to acquire a larger vocabulary is through extensive reading. This includes reading during class time as well as after school and weekends, reading beyond the required homework assignments, and reading for fun as well as for information (23).

Third, Anderson points out the difference between testing reading comprehension and teaching reading comprehension. This means that teachers need to teach students how important it is to monitor comprehension for successful reading (38). Anderson also affirms that readers can obtain meaning by integrating their prior knowledge, goals for reading, reading strategies, and the context. He concludes that “Teachers facilitate the process by teaching learners how to do this” (39). Fourth, the reading rate is an important skill for second language readers. Anderson recognizes that the students in his classes are short of automaticity and fluency in their reading rates. If students increase their reading rates, they can “devote greater cognitive capacity to comprehension skills” (54). Fifth, Anderson defines

strategies as “deliberate actions that learners select and control to achieve desired goals or objectives” (70). Teachers should teach students to organize reading strategies to attain their goals. Teaching how to appropriately use reading strategies is a crucial part in reading class. Anderson stresses the teacher’s role of verifying the strategies used by stating that:

This seems to indicate that strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies; a reader must also be able to apply them strategically (qtd. in Anderson 71).

Sixth, teachers need to observe and recognize students’ weaknesses and strengths. It is important to record students’ progress because it can be a helpful way to motivate students to develop their language ability (Anderson 88). Stoller suggests that teachers should make progress charts and graphics to promote students’ reading improvement. Also, this is a “critical aspect of the instructor’s responsibilities” (qtd. in Anderson 88). Seventh, Anderson suggested that there are two important factors to build students’ motivation: students’ interest and students’ reading proficiency. Irwin points out that “Motivation can be increased by increasing the expected reward or by decreasing the expected effort. The greatest amount of motivation would result from doing both of these things” (qtd. in Anderson 102). The last strategy is to make instruction and to select appropriate reading materials. According to Aebersold and Field, there are five factors that play significant roles in reading instruction such as “time, progressing, student groups and cooperative learning, variety, students’ needs, interests, and abilities” (qtd. in Anderson 114). If teachers consider the above factors while planning for reading instruction, the instruction can be an effective guide for meeting students’ academic goals. In relation to selecting reading materials, Eskey states that:

The first concern of any reading teacher is to find, or create, a body of material that his particular students might find interesting to read, and then to do everything in his power to make it as comprehensible to them as he can (qtd. in Anderson 115).

One of the most important roles of teachers is the selection of appropriate reading materials for their students. Teachers should try to find materials that meet students' needs and interests. As shown above, teaching ESL/EFL students how to read requires specific strategies. These strategies, of course, are not an absolute blue print to teach reading. However, if ESL/EFL teachers recognize effective ways to teach, it is easier and more helpful for ESL/EFL students to learn and achieve their academic goals.

### **1.3 ER is an effective way to achieve fluent reading**

“With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas (Anderson 1).”

The ability to read fluently in a second or foreign language is a very important issue. Reading fluency is the ability to read quickly, easily, and smoothly. A fluent reader reads and understands books with minimum effort and at a fast speed. Basically, a fluent reader has the capacity to decode automatically, build up sight vocabulary, and comprehend in context.

According to Nation, reading speed and comprehension are very important for ESL/EFL students to proceed through their academic courses successfully. Until recently, many ESL/EFL learners have faced a problem with slow reading. A number of experts in the linguistic field have expressed their concern about this issue. For example, Bell defines slow reading as a problem of “a ‘weakness independent of the purpose of reading’,

involving the processing of information at such a slow rate that the reader is unable to hold enough detail in short-term memory to permit decoding of the overall message of the text” (“Extensive Reading: Speed and Comprehension”). When comparing native speakers to non-native speakers, there is a significant gap in their reading times. Grabe compares reading rates between L1 students and L2 students in academic settings. L2 students can only read at a rate of 80-120 words per minute. On the other hand, L1 students can read two or three times faster than L2 students (*Reading in a Second Language* 291). This indicates that slow reading might influence the scores of academic courses negatively for ESL/EFL students in comparison to the native students in the same academic courses. According to Anderson, this is a common situation in ESL/EFL reading classrooms. Although students are able to read in their second language, they are not fluent in reading. As a result, they cannot enjoy their reading activities. As a non-fluent reader reads word by word, he or she cannot understand the meaning enough to enjoy the book (1). The problem is that, if the students read word by word, not only does it take a long time, but also it influences the students’ comprehension of the text.

Nation suggests a reasonable reading speed for second language learners as about 250 words per minute. He mentions that reading speed is influenced by several factors such as the purpose of reading and difficulty of the text. The difficulty of the text is also dependent on the vocabulary level, grammar structure, discourse, and background knowledge (61). With further reading experience, reading speed becomes faster and faster.

Day and Bamford declare that extensive reading can improve the components of fluent second language reading such as “sight vocabulary,” “general vocabulary knowledge,” and “different knowledge types.” Sight vocabulary means the number of different words known without word analysis, and these words are understood quickly and easily. First, sight

vocabulary can be developed when beginners repeatedly meet vocabulary in a variety of contexts, and then they automatically understand the meaning of vocabulary in other contexts. A great deal of reading is helpful in developing sight vocabulary. Second, when students know a lot of general vocabulary, they can comprehend texts more easily (*Extensive Reading* 16). Nagy and Herman argue that, “Incidental learning of words during reading may be the easiest and single most powerful means of promoting large-scale vocabulary growth” (qtd. in Day and Bamford, *Extensive Reading* 18). They add information about learning incidental vocabulary which states that it is more effective for L2 learners to obtain some foundational vocabulary first. The learners can then apply their vocabulary knowledge to learn other vocabulary. During massive amounts of reading, they can improve their general vocabulary knowledge. Third, extensive reading also expands learners’ knowledge of the target language and other types of text. They suggest that L2 learners need to acquire these kinds of knowledge by reading large amounts of second language texts (16-19).

Grabe considers reading fluency to be an indispensable part of efficient reading comprehension competency (*Reading in a Second Language* 289). Fluency gives readers the opportunities to be exposed to a large amount of L2 input, obtain a deeper and wider range of vocabulary knowledge, develop automatic word recognition skills, and build their motivation for reading (290). As Grabe explains the importance of reading fluency, he declares that extensive reading is one of the essential pieces. He states:

The ability to read extended texts for long periods of time is a hallmark of fluent reading. No other set of reading activities or reading practice can substitute for reading a longer text with reasonable comfort and without needing to stop constantly, and without feeling fatigued or overwhelmed (311).

To develop reading fluency, learners need opportunities to repeatedly read many texts which are enjoyable and easy. Reading many books with pleasure is one of the components of ER. ER improves students' English ability and skills.

## **2. Extensive Reading (ER)**

As we saw above, there are some problems in reading as an L2/FL learner. Many researchers suggest that ER is one of the best and easiest ways to solve these problems. In this section, I will explain definitions, features, and benefits of ER.

### **2.1 Definition**

There are several definitions of extensive reading. According to Day and Bamford, Harold Palmer attempted to use the term 'extensive reading' in foreign language pedagogy in 1969. Before that, there was a similar idea which was called 'abundant' reading in the *Report of the Committee of Twelve* in 1900. The meaning of extensive reading, as suggested by Palmer, is 'rapidly reading book after book' (qtd. in Day and Bamford, *Extensive Reading* 5). Palmer contrasted extensive reading to intensive reading, which he also coined. He defines intensive reading as "[taking] a text, [studying] it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains" (qtd. in Day and Bamford, *Extensive Reading* 5). Michael West, a teacher and materials writer, in his *Syllabus of Minima in Modern Foreign Languages* published in 1931, called ER 'supplementary' reading. This term includes the methodology of "taking care of individual differences and encouraging the reading habit" (qtd. in Day and Bamford, *Extensive Reading* 6).

In language-teaching terms, extensive reading was considered one of the four reading

styles. The others are skimming, scanning, and intensive reading. However, nowadays extensive reading is not recognized as a reading style but rather as an approach to second and foreign language reading instruction (Day and Bamford, *Extensive Reading* 6).

Extensive reading is generally defined as the practice of improving reading and other language skills through extensive exposure to comprehensive texts.

Renandya finds a definition of extensive reading in Carrell and Carson's article stating that "extensive reading [...] generally involves the rapid reading of large quantities of material or longer readings for general understanding, with the focus generally on the meaning of what is being read than on the language" (134). Renandya also refers to Davis' definition of extensive reading, which is taken from a classroom instruction view:

An extensive reading programme is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watchwords are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils' lives, rather than for literary merit (134).

Nation mentions two types of ER. First, language learners read for meaning that focuses on input, text has about one unknown word in fifty words. These words can be inferred from context and will be vocabulary knowledge of readers. The second type is to read for fluency development. In this case, the text has no unknown word and should be read quickly and easily for pleasure. It focuses on reading large numbers of books (64). Generally,

ER is identified as an approach that improves learner's reading fluency by reading many books with easy words and pleasure topics. Many researchers agree that ER programs are very effective in ESL/EFL classrooms as well as in first language learning.

### Extensive reading vs. Intensive reading

Whenever reading is referred to as a skill or in instruction, ER is usually contrasted with intensive reading (IR). Waring emphasizes that teachers should explain to students the importance of ER showing a table below to explain difference between ER and IR.

<b>Intensive Reading</b>		<b>Extensive Reading</b>
Analysis of the language	LINGUISTIC FOCUS	Fluency, skill forming
Usually difficult	DIFFICULTY	Very easy
Little	AMOUNT	A book a week
Teacher selects	SELECTION	Learner selects
All learners study the same material	WHAT MATERIAL	All learners read different things (something interesting to them)
In class	WHERE	Mostly at home
Checked by specific questions	COMPREHENSION	Checked by reports/summaries

Table 1. A table for explaining the reading to learners (Waring, "Getting an Extensive Reading Program")

Koch, who is a professor at Kinki University, Osaka, Japan, describes a ninety minute IR class in which students read a passage in the textbook. The passage has approximately 150 to 250 words, each chapter has many vocabulary and comprehension exercises. In contrast, in the ER class, students can read over one hundred words per minute. When students finish reading a book for sixty minutes, the number of words input is about 6000 words ("Extensive Reading"). There is a significant gap in word input between IR and ER.

IR, of course, is an important way of learning reading which is appropriate for

difficult texts. It is considered to increase students' knowledge of language features and develop students' reading comprehension. Because students carefully read and study difficult sentences, they can understand their grammar better. The general procedure involves the grammar-translation approach that focuses on the meaning of each word and sentence to get the meaning of the text. Usually, during this procedure, teachers use their mother tongue because they need to explain the meaning specifically (Nation 25). According to Nation, "Intensive reading is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text" (47).

However, reading carefully too much has a risk for students to have bad reading habit, for example they pay attention to each word or sentence with slow rate. It is common sense that IR and ER are contrasting concepts. Nevertheless, if IR is only a part of reading approaches and goes with ER, it is definitely a very effective way to learn academic English. The goal of ER is to focus on input of the target language and to increase students' fluency.

## **2.2 Theory behind ER**

Many people agree that language learners should be exposed to language beyond their capabilities in order to give them something to work for. Several theoretical frames influence ER.

Recently, Content-Based Instruction (CBI) has been popular and used in language learning contexts. CBI is one of several teaching methods that put emphasis on "learning about something rather than learning about language" (Heo 25). Heo states that Krashen's 'Monitor Model' supports CBI. When comprehensible input is given to language learners, learning the target language is easier, and then the learners can acquire the language, not

learn it (25). The monitor hypothesis explains “the relationship between acquisition and learning and defines the influence of the latter on the former” (Schutz, “Stephen Krashen’s Theory”). Children acquire their first language not learn it. Krashen divides second language performance into two independent systems by stating the following:

‘Acquired system’ or ‘acquisition’ is the product of a subconscious process very similar to the process children undergo when they acquire their first language [...] The ‘learned system’ or ‘learning’ is the product of formal instruction and it comprises a conscious process which results in conscious knowledge ‘about’ the language, for example knowledge of grammar rules (qtd. in Schutz, “Stephen Krashen’s Theory”).

Nowadays, people focus on language acquisition as the development of language fluency (Lindsay 339). Lindsay also states that “extensive reading aims at acquisition rather than conscious learning, at fluency rather than accuracy (168).”

According to proponents of the input hypothesis, the best way to learn second language vocabulary is through extensive reading. In the early 1980’s, the input hypothesis was introduced by Krashen, who later called it the comprehension hypothesis in 2004 (Renandya 135). The input hypothesis is “Krashen’s explanation of how second language acquisition takes place” (Schutz, “Stephen Krashen’s Theory”). For instance, if a student whose level of linguistic proficiency is ‘i’ receives comprehensible input, the student’s level of linguistic competence can be ‘i + 1’ as language acquisition takes place. Input hypothesis is only concerned with language acquisition (Schutz, “Stephen Krashen’s Theory”).

According to Krashen, extensive reading is included in input hypothesis. The comprehension hypothesis indicates that humans acquire language by understanding messages or by receiving comprehensible input (*Power of Reading* 7). Renandya states that

acquiring the language has some conditions: a large quantity of available input, comprehensible input, and one should be exposed to material slightly above his or her own ability. He declares that if these conditions are met and if learners revisit a variety of interesting texts they can comprehend, they can acquire the patterns that they are exposed to.

Schema theory that has been mentioned earlier is also related to the framework of ER. Carrell and Eisterhold discuss the relationship between schema theory and EFL/ESL reading regarding reading comprehension. When readers fail to use their schema during reading, they cannot understand what they read. Carrell and Eisterhold explain one of the reasons that “the schema is culturally specific and is not part of a particular reader’s cultural background” (560). Hudson indicates that “the reading problems of the L2 reader are not due to an absence of attempts at fitting and providing specific schemata [...] Rather, the problem lies in projecting appropriate schemata” (qtd. in Carrell and Eisterhold 562). Carrell and Eisterhold declare that it is very important to keep balance between background knowledge possessed by texts and prior knowledge students have already in order to achieve goals in the ESL/EFL reading classroom (569). Anderson states, “without some schema into which it can be assimilated, an experience is incomprehensible, and therefore, little can be learned from it” (qtd. in Carrell and Eisterhold 569). Research over the past decade has recognized that schema generally has a strong effect on ESL/EFL reading comprehension. One of the benefits of ER is also to increase reading comprehension.

### **2.3 Major Characteristics of Extensive Reading**

ER has several characteristics that can be distinguished from other reading approaches. The materials are easy with only one or two unknown words per page. Students are in charge of choosing what to read, and they can stop in the middle if they are not

interested in the book. There is no test after reading because the reading itself is the reward. Relating to this characteristic, Day strongly argues that the teacher should avoid making students remember or memorize content for taking a comprehension test on their reading (“Extensive Reading” 3).

**a. The top ten principles for teaching extensive reading**

To help understanding about ER, Day and Bamford suggest ten principles for teaching ER. In 1986, Ray Williams offered his top principles for teaching foreign language reading in his article, “Top Ten Principles for Teaching Reading”. However, Day and Bamford consider William’s approach to be closer to intensive reading, so they further developed his top ten principles for extensive reading (*Extensive reading* 1). They think these are helpful for teachers to teach foreign language reading. The top ten principles for extensive reading that they suggest are as follows:

1. “The reading material is easy” (2). This makes ER different from other methods for teaching foreign language reading and because adjusting to the reader’s language competency is a major factor in successful ER. If there are one or two unknown words per page, it is not an appropriate text for beginner level students. For intermediate students, there should be no more than five unfamiliar words per page (2). With regard to easy materials, Tanaka and Stapleton study the relationship between unknown vocabulary and the reader’s comprehension. They argue that “learners need to know at least 98% of the running words in the texts” (qtd. in Hu and Nation 119). To attract students’ attention and motivation, easy and interesting books are appropriate to improve reading skills.
2. “A variety of reading material on a wide range of topics must be available” (3). This principle is necessary to encourage the readers to read for different purposes and to read

in different ways. Readers can choose a favorite reading material among various forms and genres such as books, magazines, newspapers, fiction, non-fiction, and texts for information etc. (3). Various materials can lead students to read and also to use different types of reading approaches such as skimming and scanning.

3. “Learners choose what they want to read” (4). Readers can select a book by themselves and stop reading the book if it is not appropriate to read or it is not interesting to them. For students, the freedom of selecting a book in which students are interested is an important step. This step also gives students responsibility for their own learning (4).
4. “Learners read as much as possible” (4). One of the crucial factors is for the students to spend large quantities of time actually reading. This may be done in or out of the classroom. Day and Bamford argue that a book per a week is just the minimum quantity for getting the benefits of ER and building good reading habits (4).
5. “The purpose of reading is usually related to pleasure, information and general understanding” (5). This depends on students’ interests and the nature of the material. The goal of ER is not for students to comprehend one hundred percent of what they read but rather to obtain knowledge and personal experience. In addition, ER is not about just reading practice, but it is effective in helping the students improve all language skills (5).
6. “Reading is its own reward” (5). Another goal is for students to enjoy the act of reading itself, so there are usually no follow-up exercises after reading. Students reading books is itself the main purpose of ER (5).
7. “Reading speed is usually faster rather than slower” (6). If students cannot read fast, they cannot understand what they read nor enjoy reading books (6). Day and Bamford mention “the virtuous circle of the good reader: Reads faster; Reads more; Understands better; Enjoys reading; Reads faster...” (qtd. in Nuttall 6).

8. "Reading is individual and silent" (6). This way is contrasted with the traditional reading skill such as reading aloud or translating paragraphs. Individual and silent reading gives students a chance to interact with the text, and students are responsible for their reading experience (6).
9. "Teachers orient and guide their students" (7). Teachers explain the methods and pay attention to what students read. ER is a student-centered method of teaching which contrasts with traditional teacher-centered teaching methods. Teachers can encourage and lead students to read as much as possible and to increase students' confidence (7).
10. "The teacher is a role model of a reality" (8). Teachers demonstrate how to be a reader as they actually read a book in the classroom. To do so, teachers join in the extensive reading program and read books with their students. Teachers also read the same books as the students in order to discuss the books with the students (8). Christine Nuttall states in her book *Teaching Reading Skills in a Foreign Language*:

Students follow the example of people they respect, and above all that of their teacher. If the teacher is seen to read with concentration, to enjoy reading and to make use of books, newspapers and so on, the students are more likely to take notice of her when she urges them to do the same (qtd. in Day and Bamford, *Extensive Reading* 136).

They also model teacher book talk as the teacher demonstrates his or her enjoyment of reading a book by talking to students. This can be helpful for the students who are struggling with reading. (137)

Day and Bamford's top ten principles, of course, cannot be an exact blueprint for what to do in every academic setting or with every student group in ER programs. They are rather just guidelines for how best to teach students to be fluent foreign language readers.

These elements are important to teachers' understanding of ER. Extensive reading programs need appropriate guidance to be taught successfully, so these ten principles will play an important role in providing good guidance for teachers.

### **b. Graded Readers**

It is very important to choose the right texts for positive attitudes toward reading. Graded readers are books that are written with simple sentences and easy and essential words for English language learners (Lindsay 169). Waring defines graded readers as:

Graded Readers (sometimes called Readers or Basal readers) are books written specifically for language learners to develop their reading ability. They are made easy to read by simplifying the vocabulary and grammar so the learner can easily understand the story. Graded Readers are not children's books (although some are written for teenagers and children), but in general they are books for adult language learners (8).

Graded Readers are very useful materials for ER. In an ER program, choosing a book for pleasure reading is a very important part. The system that allows students to select books that they are interested in is a good idea, but there needs to be standards to meet students' levels and incorporate a variety of genres. Lindsay points out that the books should be written easily to develop students' reading fluency. If the books are difficult to read, they will prevent students from improving their fluency and quick eye movements. Moreover, students might not enjoy reading itself. In an ER program, if students keep reading graded reading books, they are able to read quickly and smoothly.

Relating to the problem of selecting reading materials, Lindsay suggests 'graded readers' for beginning and intermediate level students (169). Because students have quite

different abilities to read in English, teaching the same subject matter with the same materials in one class is not appropriate for each level of students. When students select books suitable for their individual level, they are able to read at a rapid rate.

In Graded Readers, some books use a total of only 400 words. These words are useful and are frequently used in English. Other books are more difficult and are written with over 1,000 words which are also useful at a higher level. As beginning level students read the easiest Graded Readers, students practice reading faster in order to smoothly comprehend the books. Then, they gradually move up to higher levels. Students need to read various types of books to increase their knowledge. Graded Readers have thousands of books for language learners in various genres such as thrillers, detective stories, mysteries, and classic English literature. Students can choose their favorite book among a wide range of books. If readers can find an appropriate level of book, they can read quite easily and smoothly without using dictionaries or teacher's instruction, and they can improve their reading abilities.

### **c. Teacher's role**

In the ER program, the teachers' role is the factor which is different from other traditional reading programs, for example intensive reading programs. ER helps teachers to be better informed about their profession and the world. This makes them more interesting to be around, and students generally like their teachers to be interesting people.

As noted earlier in the top ten principles, teachers have to explain to students what ER is, why they need to do it, and how they go about it. Teachers also keep track of student reading such as how much they read or what they read. Teachers need to check reports of student reading. Teachers also do follow up activities in class to expand reading. In addition, the teacher's role is to be a reader just as the students are. In other words, teachers should also become a role model as showing that they read widely are models for their students.

Teachers often tell students to ‘read more,’ but why should they read if the teachers do not? Teachers who are readers are more likely to have students who read too. Melanija Marusic, who taught adult learners of English in Croatia, has an experience of setting up a book club. According to Marusic:

I read all the texts before offering them to the participations in order to be able to prepare and adapt them to their needs, and to stimulate their interest by offering a personal example of reading for pleasure. I could thus take part in the discussion as a facilitator [...] I facilitated the discussion arising from ideas recognized by participants as expressed in the text, making sure that all the participants were given a chance to express their views (102).

Wilkins suggests that teachers should join the classroom activities after reading. They can talk about their books or recommend their favorite books to students. By doing this, students are interested in reading activities and respond what teachers are doing (3).

The most significant feature of ER is the student-centered method. The teacher’s role is to encourage students to read a lot and enjoy their reading. Teachers seem to be a guide.

## **2.4 Benefits of extensive reading**

Good things happen  
when students read  
and read some more.  
(Day 3)

Many studies have stressed the benefits of ER. ER has many advantages for language learners to develop their target language skills. Numerous studies on extensive reading resulted in benefits regarding reading proficiency, reading habits, comprehension, vocabulary growth, conceptual-knowledge growth, and students’ motivation and attitude. There are also other benefits such as listening proficiency, writing ability, reading speed, and

word recognition (Leung 66).

Many other researchers have also shown the benefits of extensive reading. According to Mutoh, some people who advocate for extensive reading state that students have to read a lot of books that use basic vocabulary and grammar in order to acquire English successfully (1). He thinks that students who learn English as second/foreign language need exposure to a large amount of English to be proficient (2). There are three benefits for a genuine extensive reading experience. First, it “reinforce[s] and expand[s] students’ knowledge of the high frequency lexical and syntactic core. Second, students can have a chance to learn unplanned vocabulary when they read many books. Third, students promote their reading fluency,” language knowledge and writing ability (5-10). Day also points out ER’s benefits in his article, “Extensive Reading and the EFL Curriculum.” ER has a role in making students have positive attitudes and motivation for reading and studying the target language. Students can be fluent in reading, advance in writing, develop their vocabulary knowledge, and improve their other language skills (“Extensive Reading” 1). Day strongly supports benefits of ER demonstrating results of investigations on ER programs (see appendix A, 70). The table shows overall studies of ER programs in both ESL and EFL classrooms that have various levels, ages. According to the results, first, students in the ER program improve reading comprehension and increase their reading rates. Second, students’ motivation and attitudes show positive gains. In addition to this, students develop overall language proficiency. Most of all, the students who read extensively obtain writing improvement. Finally, ER helps students to increase their vocabulary knowledge (“The Benefits” 1-2).

a. Increasing reading speed and comprehension

There are many research results indicating that ER can make L2/FL students improve

both their reading speed and reading comprehension. Why is reading speed an important factor in ESL/EFL students? For students to achieve their academic goals, they should increase their reading speed when they read texts. In the ESL/EFL situation, slow reading is the most serious problem in a reading program. When L2/FL learners' reading speed is compared to native students, it takes longer for ESL/EFL students to read their texts than native students in an academic course.

As mentioned earlier, comprehension of what students are reading is central to acquiring a new linguistic system and essential to develop fluency in reading. One of the benefits of ER is its positive effect on reading comprehension. Shen states that reading speed without comprehension is worthless. To improve learners' reading speeds and comprehension, ER is considered the most effective tool for second/foreign language learners (111). Nation also declares that ER can increase reading speed when students are asked to read graded readers which are easier than what they normally read. It intends to focus on input (64).

In relation to reading comprehension, Eskey states that:

comprehension is always directed and controlled by the needs and purposes of an individual and crucially depends on that individual's[...] background knowledge [...] reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read (qtd. in Anderson 38).

Bell studies the impact of ER with the following hypothesis: first, "learners in the 'extensive' group will achieve significantly faster reading speeds than those in the 'intensive' group as measured on relatively easy, non-problematic texts," and second, "learners in the 'extensive' group will achieve significantly higher scores on a test of reading comprehension

containing texts at an appropriate level, than those in the 'intensive' group" ("Extensive Reading: Speed and Comprehension" 4). To measure learners' reading speed and comprehension, Bell compares two groups: an extensive reading group that read Graded Readers and an intensive reading group that read short texts using a 'Basic Comprehension Passage' by Donn Byrne. The experimental group was given opportunity to regularly visit the library, which provided access to up to 2,000 different Graded Readers. The results strongly support the above hypothesis. Even though both of the groups spend much time reading both in class and for homework, the results indicate that the extensive reading group showed more remarkable gains in basic reading speed than the intensive reading group. In addition, the extensive reading lesson is considered much more effective for the overall improvement of reading speed than the intensive reading lesson based on reading short texts. Bell also mentions that in a reading comprehension test, the results showed that the extensive reading group members gained significantly higher scores than the intensive reading group members. According to these findings, an extensive reading lesson could also lead to greater improvement in learners' reading comprehension than traditional text-based, an intensive reading lesson ("Extensive Reading: Speed and Comprehension" 3-11). ER definitely has an impact on reading comprehension. There is another ER study related to reading speed and reading comprehension, which was conducted in Japan.

Tanaka and Stapleton also agree with a lack of reading quantity in Japan. They investigate the effectiveness of exposing Japanese high school students to ER programs for five months. The participants were 226 first grade Japanese public high school students in an EFL situation and they were divided into two groups: 113 treatment group and 113 control group. Both groups were engaged in reading activities and students' reading speed and comprehension were examined via pre-and post-tests. For the treatment group, the material

was designed by Tanaka because there was no appropriate material for the ER program, which was called 'the Home Reading Program.' Some students in the treatment group were encouraged to read graded readers if they felt confident to read materials as an extra activity. In this study, the following questions are examined:

1. Do Japanese high school EFL learners advance in reading comprehension and reading speed by increasing exposure to easier texts than their usual textbook?
2. Do Japanese high school EFL learners who read graded readers at home improve their reading comprehension and speed at a greater rate than students who do not? (117)

Actually, before this experiment, there was no significant gap in pre-test results.

However, after the study, the results show that the treatment group students gained significantly higher reading speed and comprehension scores in the post test, especially the students who voluntarily read the graded readers. They performed much better than the control group (122-124). The authors conclude that students who are exposed to easy reading input can increase reading speed, and students reading graded readers outside of class can improve their reading comprehension much more (125). Through the above research, it is obvious that ER is significantly effective for increasing reading speed and comprehension in ESL/EFL students.

b. Vocabulary growth

A lack of vocabulary is one of the major obstacles for the English as a L2/FL learner. One of the suggested reasons for this is lots of unfamiliar words which L2/FL students face when they are reading. Researchers have recognized that ER is a beneficial way for learners to acquire new vocabulary and develop their vocabulary knowledge. Even L1 learners learn

vocabulary by reading extensively on their own as well as listening to and speaking with others.

Many researchers agree that vocabulary is best learned through reading. Students face the same words repeatedly while reading, and this process results in learning vocabulary. Extensive reading increases L2 students' vocabulary knowledge. There are many data that indicate the positive relationship between ER and vocabulary growth. Grabe declares that the amount of reading exposure can have a positive effect on the groundwork of reading skills and vocabulary knowledge (*Reading in a Second Language* 323). He supports this theoretical argument based on more current research on cognitive processing and learning theory. Concerning vocabulary learning from reading, Grabe presents recent research. He states that readers can gain new words at about 5-15 percent which is a reasonable estimation when they read a text. This estimation includes various factors such as repeated words in a text, supported materials such as glosses, the level of the text, the genre of the text, and the familiar words in the text (*Reading in a Second Language* 323).

Over the past decades, many research results have come to the conclusion that learners can obtain a large number of vocabulary words while they are reading a text and facing unfamiliar words (Grabe, *Reading in a Second Language* 323). ER does support vocabulary knowledge and growth. Beck and Mckeown point to the issue of incidental learning from context. It refers to learning vocabulary incidentally from context when students read (800). Nagy et al. hypothesize that "the overall influence of context on vocabulary learning is large because the volume of reading students typically do allows for a great accumulation of encounters with unknown words and, ultimately, learning of substantial numbers of words" (qtd. in Beck and Mckeown 801). Pigada and Schmitt also declare that:

Incidental vocabulary acquisition research has verified the assumption that

exposure to reading texts can contribute to L2, and also first language (L1), vocabulary growth, as all studies have found evidence of incidental vocabulary learning (3).

Acquisition of vocabulary can occur through reading written contexts. ER provides students with opportunity to encounter new words, and students encounter the words again and again by reading a lot. And then students naturally acquire vocabulary. Incidental learning can be an effective way of learning vocabulary from context.

Pigada and Schmitt carried on a case study. The participant was only one person, who is called G. The target language was French, and the level of the participant's French proficiency was little bit lower than normal intermediate French learners'. This case study examined whether an ER program enhances lexical knowledge such as the target word's spelling, meaning, and grammar characteristics (2-4). The results showed that spelling, and meaning, and grammatical knowledge were obviously enhanced (22). This result indicates that ER helps vocabulary acquisition. The above literature suggests strong evidence that vocabulary acquisition can occur incidentally by reading texts.

### c. Motivation

In learner language, it is an important factor to increase students' motivation. Gottfried asserts that "children with higher levels of academic intrinsic motivation showed significantly higher school achievement, lower academic anxiety, and more favorable perceptions of their academic competence" (525). As such, developing students' motivation is an important key factor for successful school functioning. Extensive reading activities are very effective tools for students' motivation to practice and learn language.

Mason and Krashen investigate how to motivate 'unmotivated students' through

extensive reading programs. They divide students into two groups. The first group consisted of second year students in the general education curriculum, and the second group consisted of second, third, and fourth year students who failed EFL classes. All members were at a woman's university in Osaka, Japan. The class took place once a week for 90 minutes. During the first semester of the year, both groups followed a traditional curriculum that included reading selections, comprehension questions, vocabulary and grammar exercises, and translation exercises. The first group did their work nearly perfectly, but the second group of students did not perform very well because of poor attendance and dropping the class during the semester. For this reason, the researchers attempted a new approach for the second group. During the second semester, only the members of the second group read graded readers in class and out of class as homework. They were to read 50 books during the semester, write a short summary, and keep a journal about their feelings and opinions in Japanese. When they took a pre-test, the first group's score was superior to the second group's, but in the post-test, the second group's score was significantly higher and nearly makes up the gap between the groups. Mason and Krashen find that the most impressive result from this experiment is that the attitude of the second group of students improved. Some students wrote in their journals that they were surprised and pleased to see their improvement in reading ("Can Extensive Reading"). This experiment shows the positive impact of extensive reading on student motivation.

Grabe also supports the important role of motivation by stating:

Students who were intrinsically motivated read more, and students with greater exposure to print demonstrated improved comprehension and vocabulary growth (181) [...] Students with higher reading motivation performed significantly better on a number of reading-comprehension

measures (*Reading in a Second Language* 182).

As stated above, motivation can influence reading-comprehension and vocabulary directly or indirectly. Therefore, it is a necessary component for developing students' reading abilities. In addition to motivation, ER develops other language skills.

d. Influence and improve other skills

There are several research projects that show that ER improves not only reading skills and but also other language skills. Bell declares that ER "can enhance learners' general language competence" ("Extensive Reading: Why? and How?"). Elley and Manghubai tried the Book Flood project in Fiji. They gave Fijian students interesting storybooks and did post-reading activities. The study results showed that the students gained significant word recognition and reading comprehension after one year. In addition, after two years, their speaking and writing skills are widely improved (qtd. in Bell, "Extensive Reading: Why? and How?"). To investigate whether ER can improve students' linguistic skills, Hafiz and Tudor set up an ER program. Two control groups and one experimental group participated in this program, and the experimental group used graded readers for three-months in the UK (5). The results of the study were that the experimental group students showed a remarkable improvement in their performance, especially in writing skills (11). ER is an effective way to improve students' language skills overall.

Especially, regarding improving other skills, there is a growing amount of research showing that ER can have a direct influence on students' writing skills. Even though it is not easy to measure exactly how ER influences writing, many researchers study the impacts and show positive results. The next section explains the relation between ER and writing later.

### 3. Extensive Reading Program

ER programs have several names such as Uninterrupted Sustained Silent Reading (USSR), Drop Everything and Read (DEAR), Silent Uninterrupted Reading for Fun (SURF), and the Book Flood program. All ER programs have a common goal: readers come in contact with a large amount of books or materials to improve their reading ability and fluency (Renandya 135). Many ER programs have been carried out with different names by researchers.

Krashen calls ER free voluntary reading (FVR) which includes no book report or comprehension questions after reading. He attempts to test reading comprehension to prove the benefits of FVR and shows the results; he compares in-school free reading to traditional approaches (see table 2).

Duration	Positive	No Difference	Negative
Less than 7 months	8	14	3
7 months- 1 year	9	10	0
Greater than 1 year	8	2	0

table 2

Table 2 points out that in-school free reading programs are valuable and long periods of studying is more effective than traditional approaches. Krashen also mentions that this program is helpful to develop learners' vocabulary growth, grammar skills, writing, and language speaking abilities (*The Power of Reading* 2-3).

Krashen shows strong evidence that free voluntary reading or pleasure reading in a second language has a positive effect on developing academic language in a second language. He found these factors from sources such as correlational studies, method comparison, and case histories ("Developing academic language" 145). According to the results of Krashen's study of sustained silent reading (SSR), free reading is a very effective way to improve a

learner's English reading ability. This was helpful for children to acquire English as a foreign language in the Fiji Islands and Singapore. He shows other results that demonstrate extended reading as very powerful for university-level students in Japan to improve their reading abilities ("Developing Academic Language" 146). Krashen summarizes ER program in relation to academic progress by stating:

Studies showing that reading enhances literacy development lead to what should be an uncontroversial conclusion: Reading is good for you. The research, however, supports a stronger conclusion: Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammatical competence, and the only way we become good spellers (*The Power of Reading* 37).

Koch uses the Start with Furukawa's Simple Stories (SSS) as an ER program. The goal of SSS is that students read about one million words with easy English. SSS has three rules: "First, do not use dictionaries. Second, skip over any words that are not known by the reader. Third, if the book is too difficult or boring, stop reading and get a new book" ("Extensive Reading").

Akio declares that the ER program, which is called SSS, can be carried out in the class even though ER is regarded as homework or an extra activity. He found three advantages through his experience working with an ER program. First, while students are reading their books, teachers can observe their reading habits or attitudes. Teachers also give students specific advice. Second, "reading in class ensures all students meet the program's requirements and do not fall behind other students". Third, students have time for sharing their opinions about their books or classmates' books ("SSS Extensive Reading").

The major purpose of SSS is to encourage students to be fluent from the beginning

level. SSS is very appropriate way to deal with this purpose. There are other recommended series such as the Oxford Reading Tree, Longman's Literacy Land and Story Street, Welcome Books by Scholastic, and Macmillan's Springboard. SSS begins with sustained silent reading (SSR) in the classroom. It is easy for teachers to monitor and observe students' reading habits and attitudes. According to Nishizawa, et.al, the results of the SSS ER program are as follows:

An improvement in communication skills, an increase in TOEIC scores in the advance course in which the average TOEIC scores exceeded the average scores at similar institutions for the first time, an increase in the willingness of the students to read in children's books and graded readers in English, an improvement in listening comprehension, a change in reading style in which the students were reading and thinking in English rather than translating into Japanese (qtd. in Koch, "Extensive Reading").

Koch declares that the advantages of SSS ER program are how it gives students obvious standards for much they read, and students read easy materials that is slightly lower than their comprehension levels. SSS can make every student successful in reading fluently ("Extensive Reading").

Paulson suggests self-selected reading for enjoyment (SSRE), this term parallels ER. The goal of SSRE is to make college developmental students, who are at lower proficiency level, both achieve their academic success and enjoy reading books. Paulson defines SSRE as "reading for the sake of reading" (52). Though there is rarely empirical evidence of SSRE programs at the college level, Paulson asserts that SSRE instruction for college developmental students can be a powerful implication for improving their academic progress and attitude (54). Paulson concludes that "without reading for the sake of reading, students

are missing a vital element in their development as college students—students who read only what is necessary for class, and do not read for choice, usually do not improve as effective and efficient readers” (56).

Under the different names, ER has been implemented with same goal in classrooms. There is kind of a cycle: “the more you read, the better a reader you become, the more you like reading, so the more you read, and so on” (Paulson 56).

#### **4. Connection of ER and writing**

##### **a. Reading and writing together for better language learning**

One of the benefits of ER, implementing other skills, occurs when reading and writing interact with each other. In the 1950s and 1960s, the relationship of reading and writing was disconnected in education. Around 1983, reading was thought of as an act of decoding meaning and information about what the author of the book wanted to say. Teaching students reading and writing was divided into different parts because different concepts described reading as a passive action and writing an active one (Hirvela 9). Related to this view, Parodi also states that writing was usually considered to be a productive skill while reading was a receptive one. For this reason, teachers taught reading and writing separately (227). However, during the 1980s and 1990s, a few research projects about the relationship of reading and writing were conducted that revealed that when reading and writing were taught together, both students’ thinking and learning skills were developed. Also, many authors explored whether reading and writing could interact (Grabe, “Reading-Writing Relations” 22).

In the field of reading-language arts, a number of the specialists suggest that the reading-writing connection and integrated language arts instruction are very valuable. Smith

mentions that reading and writing are usually considered complementary processes (1).

Several studies have examined the use of reading and writing together and found it to be a more effective way for the students' English abilities to improve.

Mayo declares that "It is not enough to tell students that reading more will make them better writers; the reading/writing connection needs to be made explicit" (74). According to Mayo's experience, it was effective to try to find a piece that he admired, to understand the elements of the author's work which made Mayo admire it, and to emulate his writing. He learned how to write by reading materials which were attractive to him. Mayo suggests a 'genre study' as one way of working reading and writing together. A genre study involves students reading and writing in a particular genre, it makes students understand its conventions much better and use that understanding in their writing (74). In another instance, Mayo makes his students select one sentence from a book and share their sentences with small groups. Of course, the sentence should be an important chunk presenting a theme in the book. In the group discussion, students think about the author's attitude for communicating with characters or settings and talk about why the author represents themes this way (77). Through this activity, students can experience reading like a writer would. As a result, students can easily improve their writing and reading skills. Teachers need to teach students how to do closer reading and writing.

According to Grabe, the reading and writing relationship is important, especially in academic settings. Reading for academic courses is usually linked to certain types of writing activities such as note taking, paraphrasing, analyzing, and synthesizing information from texts (*Reading in a Second Language* 337). Another way to combine reading and writing is to have students summarize what they read. This is an essential skill to improve learners' comprehension of reading. With regard to this issue, Grabe points out that:

Research in L1 settings has demonstrated that summary practice improves reading comprehension of texts, and summary writing is particularly relevant for L2 reading instruction. However, research on L2 summary writing, as well as its effectiveness in developing both reading skills and writing skills, has been minimal, particularly in the last decade, and deserves much more attention (*Reading in a Second Language* 377).

Grabe also refers to reading-to-write approaches that involve the acts of summarizing and integrating information from texts. These approaches support the concept that readers try to find specific information to write about by going back to the texts and applying reading strategies to meet their purposes for the writing (“Reading-Writing Relations” 22).

Generally, one of the most common forms of integrated instruction occurs when students increase their knowledge by reading and then use the newly learned information when they write. Reading and writing are connected when the writer responds to reading (Smith 1). Delaney explains reading-to-write as “instructional tasks that combine reading and writing for various educational purposes.” Reading-to-write includes either reading to learn or reading to integrate information. In addition, reading comprehension implies three characteristics such as approaching topic knowledge, understanding the tasks, and reviewing or evaluating the written outcome. Delaney points out that:

Perhaps reading-to-write should be conceptualized as a reciprocal interaction between literacy skills, in which the basic processes and strategies used for reading and writing are modified by an individual’s goal and abilities, and also by external factors. Reading-to-write certainly involves the interplay of reading and writing processes (141).

Furthermore, there is an issue regarding “the synergy of reading and writing skills.”

Pearson, who is an expert on early literacy, refers to “the synergistic relationship between learning to write and learning to read.” Pearson believes that synergy can be more structural and conceptual because language learners feel a natural hook-up to what they read and their writing. Language learners can use their reading as a model when they are writing stories. Pearson mentions that “Writing makes things concrete and puts it out there for inspection in a way that reading doesn’t.” Writing enables language learners to examine ideas as it slows thought down. As in his own experience, Pearson can examine structured ideas more concretely when he writes than when he reads because he can search something carefully. He also implies that “what we write is written to be read” as another synergy (qtd. in “Thinking About the Reading” 6).

#### **b. Combining ER and writing is beneficial for ESL/EFL students**

As stated, extensive reading is a major factor in the success of learning another language and can also be linked to writing successes. This relationship is somewhat complicated to explain, but Nation argues that extensive reading programs could give the students opportunities to enjoy both reading and writing. Nation concludes that achievement in extensive reading, and its related skills, especially writing, could make the students enjoy their language learning and give value to their English studies (6).

Regarding L2 reading and writing relations, Grabe declares that wide reading or ER has a role in improving language learners’ writing ability (“Reading-Writing Relations” 32). Krashen supports that “L2 students will become better writers through a combination of writing practice and extensive reading (qtd. in Grabe, “Reading –Writing Relations 32).

As noted earlier, combining ER and writing is very helpful for ESL/EFL students to develop their target language abilities. Most of all, appropriate integrated instruction is

needed depending on different educational situations.

Grabe points out some limitations of L2 writing. L2 students lack writing practice in their L2, and this problem influences the students' writing abilities as well as the understanding of discourse and basic writing fluency ("Reading-Writing Relations" 30). Limited exposure to L2 writing practice prevents the students from improving their language abilities and achieving their academic goals successfully. For this reason, Grabe declares that "[integrated instruction] needs to be explored and evaluated not only in terms of what it provides for integration of reading and writing but also for their promise in developing successful L2 students in academic settings" ("Reading-Writing Relations" 35). Combining an ER program and writing activities can help students develop their target language. Knowing the connection between ER and writing, ESL/EFL teachers need to draw implications for practical instruction.

After extensive reading in the classroom, applying writing activities is useful for improving students' language skills. Because reading and writing are interdependent processes that are mutually beneficial, an integrated reading-writing program is needed in the ESL/EFL classroom. The goals are for students to become effective readers and writers while adapting skills learned in one area to the other. Brooks states that the students should know the functions of reading and writing because there are some similarities in the knowledge and the processes involved in each. He thinks combining reading and writing instruction is essential in literacy improvement. He also proposes that although reading and writing have similar cognitive processes, they also present different learning experiences when the students read versus compose (248).

As for ESL/EFL students, a successfully integrated reading and writing program depends on the use of reading and writing skills throughout the program courses. The

incorporated classroom-learning situation of combining reading and writing is important to literacy. According to Brooks, literature is crucial in this situation because it can give the student experiences that can be explored through reading and writing. The essential role of the teacher is to implement integrated reading-writing instruction. In the classroom, it is important for teachers to recognize the importance of the connection of reading and writing because the implemented instruction reflects the developmental nature of the reading-writing connection. The teachers should not teach reading and writing skills separately but integrate new concepts through both reading and writing activities in order to develop thinking and language skills. Brooks states that the teachers should make the students engage in reading-writing activities and connect the two skills during instruction (245).

Grabe suggests ten principles for implementing reading-writing instruction. One of them is that “the work of students and teachers needs to involve a lot of reading and interaction with text resources” (“Reading-Writing Relations” 38). Of course, this principle is not an absolute rule for reading and writing instruction, but at least it can be a helpful guideline for providing good advice to develop effective instruction. It can be successful instruction to integrate ER and writing.

ESL/EFL teachers and administrators need to explore more innovative ideas and practices for reading-writing instruction. Because traditional ideas and practices are still useful, teachers should try to adapt old ways as well as find new ways to be good curriculum creators.

### **Discussion/Implication**

ER programs are necessary for ESL/EFL classroom activity such as in Japan, South Korea, Taiwan, etc. Though there have already been ER programs implemented in ESL/EFL

countries, most of the ER programs have not gone further than supplementary reading.

### Problems/Constraints

Even though teachers already know the strengths of ER, why are they all not doing ER in real situations? Extensive reading does have some limitations on teaching. Attention to ER is increasing for L2 teachers as an efficient way of L2 reading instruction; nevertheless, there are some researchers who have a different opinion because it is difficult to show immediate development and advantages of ER in a short period of time. For example, Mutoh raises some concerns about extensive reading. He says, first, that teachers seem to do nothing during the extensive reading class. Second, graded readers are not appropriate for university students because they are inauthentic and too easy. Third, there is no way for a teacher to check what the students actually read and comprehend. Lastly, extensive reading focuses on fast reading, but in the case of Japanese students, their purpose for reading is not speed reading but accuracy (11-14). Other studies have argued that there are several constraints in implementing ER programs such as the large amount of efforts needed to set up the learning environment and the great amounts of time for private reading. Many EFL teachers complain about the constraints of ER when applied to their classroom such as conventional curriculum, lack of time, and insufficient of budget to buy books. One EFL teacher wants to implement an ER program at her high school, but she complains, “There is no room in the curriculum. My students take classes the entire day, every day of the week (Day, “Extensive Reading” 1).”

Waring, who teaches at Notre Dame Seishin University in Okayama, Japan, thinks that ER being considered as a supplementary or optional course is one of the problems. “Most language programs do not require their learners to read much. Instead, they consider reading as somehow supportive, or supplemental and rarely set fluent reading for homework” (“Why

Extensive Reading”). However, according to Waring’s opinion, one of the results of focusing on intensive reading programs, many Japanese students cannot make simple sentences by themselves though they took English education for several years. He strongly argues that knowledge of language can occur only through “constant massive exposure” (“Why Extensive Reading”).

In ESL/EFL situations, it is challenging to focus on extensive reading and make integrated reading-writing programs, especially in the Korean English education system. In Korea, there are many foreign language schools and private cram schools, and English is the most common foreign language taught as a compulsory language. Nevertheless, Korean students cannot read very well in English because of the English curriculum. I would stress the need for a change in the educational systems and environments that would improve English language study.

Although many things are changing through trial and error, the English proficiency levels of Korean students do not seem to be getting higher. In Korea, it is somewhat difficult for the students to be exposed to an English situation in everyday life. Also, Korean education focuses strongly on college entrance exams. In the case of reading nowadays, younger students read a lot of books, but as they progress to the upper grades, they have to read for exams which focus on intensive reading. Intensive reading, of course, is an important part in academics, but it might not be helpful to improve the students’ reading habits, reading speed, extensive vocabulary, or reading comprehension. In Korea, most students are taught to read for testing; exams emphasize multiple-choice or vocabulary and is kind of rule-based and out-of-context spelling lessons. In addition, the grammar translation method is still used in the classroom. This is the main reason that many Korean students are not good at speaking, writing, listening, and reading in English.

There is one more problem which most Korean students, even college students, have. Most have hardly ever studied writing in their native language. To solve this problem, integrated instruction and programs in reading and writing are also needed. Now, adopting an ER program for younger students to college students is essentially needed and teachers should recognize the importance of ER in Korea.

Another consideration when implementing any program is its ability to work in various environments and communities. Is it possible to set up a successful ER program in a resource poor environment? To do so, we need appropriate, practical, and effective programs. Regarding a successful ER program, accessing books is a very important issue. Elly reported that the quality of school libraries played a central role in ER programs (qtd. in Krashen, *The Power of Reading* 67). There is strong evidence that most students who live in wealthier countries can access more print or materials. According to Krashen, children who live in low economic communities are not able to obtain reading materials as kids who are from wealthier communities. For many children in poverty, they only can access reading materials in their school library (*The Power of Reading* 68).

Day suggests three ways to incorporate ER into EFL curriculum according to his experience with an ER class. First, it is the ideal way to make ER a separate course in EFL classrooms. This way allows students to read their books both in-class and out-of-class (“Extensive Reading” 1). Second, as part of an ER course, it includes required reading and voluntary reading. In the case of required reading, students are allotted a certain number of books or have a certain number of hours to read during the semester. Voluntary reading is not a required part of their course but an optional part. The teacher needs to encourage students to read and to explain the rewards of ER. Last, ER is an after-school activity which can go through “an extra-curricular reading club”. This way has several features: teachers are in

charge, and the class is open after school to anyone taking EFL courses. In addition, if it is necessary, students are asked to pay for buying their reading materials (“Extensive Reading” 2). These suggestions are very helpful to set up an ER program in an EFL classroom because every EFL educational system is different. Therefore, teachers and curriculum creators can choose appropriate ways to develop their curriculum depending on their own situation.

### How can we implement extensive reading program with writing in South Korea?

Despite booming interest and enthusiasm for ER, many ER programs in EFL situations such as South Korea or Japan cannot last because of insufficient planning or resources.

However, Waring states that if an ER program is facilitated ideally, the ER can:

Be an integral part of the school’s curriculum; raise the learners’ reading ability and general English levels and have knock-on effects on their writing skills, spelling, grammar and speaking; motivate the learners to read, and learn from their reading; have goals that set out how much reading should be done and by when; have a reading library from which learners can select their own texts [...] have a variety of materials to read, not only graded readers and other simplified materials [...] be bigger and more resilient than one teacher and have sufficient support that it will continue indefinitely (“Getting an Extensive Reading”).

For an ER program to be successful, foremost, Waring suggests that teachers should find a program that will appropriately match the school’s curriculum. ER should be one part of a reading program. IR, of course, should be one of the reading program’s tools because balance between ER and IR is also needed to have successful language education (“Getting

an Extensive Reading”). Also, ER activities should be based on students’ interest. The prime focus is fluency and later is accuracy, of course, depending on students’ level and language abilities.

ER has enjoyed very promising growth in Korea over the past few years. English book libraries have opened and others are being planned. Waring advises that if a school does not have enough money for buying books, “money can be requested from parents or learners, or raised at school events such as school festivals, sponsoring learners in a reading marathon, and so on” (“Getting an Extensive Reading”). There are other ways for dealing with ER resources. Teachers let students find reading materials by themselves such as magazines, newspapers, internet websites, etc. The role of students’ involvement also has important effects on ER programs.

For successful ER program, Krashen suggests ways of accessing books. First, “A print-rich environment in the home is related to how much children read; children who read more have more books in the home” (The Power of Reading 57). Second, “Better classroom libraries result in more reading” (58). Third, “Better school libraries result in more reading” (58). Last, “Access to public libraries results in more reading” (60). If schools have a problem with lacking a budget to build library, they can make classroom libraries or can use public libraries. Waring strongly recommends that in spite of many constraints of ER such as budget, time, or resources in ESL/EFL situations, teachers should “speak to the people who make decisions, tell them why [ER] is vital (not just a good idea) that your learners have chances to read massive amounts of comprehensible texts within their comfort zone” (“Why Extensive Reading”).

English teachers in South Korea should recognize the benefits of ER and writing activities after ER. Of course, it is hard to establish an ER program as a regular part of

curriculum in the public school. However, there are other ways to try to make ER and writing activities together as an important reading course: after-school classes, special activities for reading per week, or reading book club. If they try to promote ER programs and writing activities, combining ER and writing programs can be a core curriculum in the near future.

Most of all, as for ESL/EFL teachers, it is important for one to have his or her own beliefs about how reading can be taught to their students, and teachers should be able to explain what those beliefs are. If teachers have a strong belief in the benefits for ER programs and persuade students, parents, administrators to adapt ER program, ER programs can be a core curriculum in the English education system before long. Above all, ER should be considered an absolutely indispensable part of language programs in ESL/EFL classrooms.

## **Conclusion**

This paper argued that, firstly, reading is a crucial part in learning second or foreign language as well as a first language. Second, ER has many benefits in acquiring the target language. Third, integrating reading and writing helps language learners develop their overall language abilities.

Reading itself has several essential components such as word recognition, vocabulary knowledge, decoding, and comprehension. These elements influence the fundamental competency for reading. However, these components are not able to be built all in one day. Acquisition of reading processes can occur entirely through a lot of reading experiences. Specifically, ESL/EFL students need to read large quantities of the target language. Many researchers maintain that ER is essential for ESL/EFL learners to take advantage of improving their reading proficiency and fluency. As students constantly read books with pleasure in the class and out of the class, students can increase their reading speed and

reading comprehension, motivate their attitudes for learning the target language, and improve their other language skills. Especially, combining an ER program and writing activities helps students develop their English competency. Also, research on combining reading and writing is growing in popularity.

ER presents a lot of possibilities and challenges for both the teachers and learners of second and foreign languages. As interest in benefits of ER in ESL/EFL learning is gradually growing, many ESL/EFL teachers have attempted to incorporate ER programs into their classrooms. There are many attempts to make and promote ER programs with writing activities in ESL/EFL countries such as Japan, South Korea, Taiwan, etc. Finally, in order to find out the best and the most appropriate ways of teaching and learning extensive reading of English in Korean EFL classrooms, further studies about the efficiency of the extensive reading and integrated instruction connecting reading and writing are needed.

Based on the wide range of research and topics reviewed in this paper, it is clear that much more research still needs to be carried out on combining ER and writing activities. At the same time, it is an important responsibility of all teachers and administrators to recognize why and how they establish the best ER instructions which are combined ER and writing activities.

## **Lesson Plan for conjoining ER and writing activities**

### 1. Description of the students and the class

My class consists of twelve Korean students who are in the fifth and sixth grades in a private cram school. There are five girls and seven boys. Their first language is Korean, but they are encouraged to speak English in class. This is an extensive reading class. The class time is sixty minutes and meets two times a week on Wednesday and Thursday. Usually, on Thursday, students choose their books of interest and do pre-reading activities before reading a book. They are given a week to read their books at home. After reading a book, each student shares his or her feelings and thoughts about the book that he or she read on Wednesday in class. During Wednesday's class, students present what they read and what they were interested in. They will also practice writing activities.

This ER program will take four and half months from the beginning of March to the middle of July. This is the first semester of a year which consists of two semesters. The total length is eighteen weeks. Each student will normally read at least one book each week. It is not known exactly how many books each student can read because they have different reading speeds and abilities for comprehending. Though students are divided into the same levels, they have different abilities.

### 2. Aids and materials

There is a library in this private cram school. The library is located in the basement. The library has several kinds of Graded Readers: Macmillan Readers, Oxford University Press, Penguin Readers, etc. These Graded Readers are famous and have a wide choice of stories to draw students' interest. They can also provide the students with great opportunity

for extending students' contact with English. In the case of Oxford's Graded Readers, each series is graded by vocabulary, book length, and core structure with easy meaning.

However, if there are more appropriate materials for the ER program, I am surely going to use them as additional materials. Examples of additional materials include: newspapers, children's magazines, popular literature, young adult literature, or even comics.

Students need to have their own reading notebook. They have to report some information after reading a book or in the middle of reading a book. The reading notebook includes that reading report, reading log, etc. The reading notebook is a kind of reading diary. Students are encouraged to keep a reading diary after reading their books as a way of practicing writing. This reading notebook is also used as a tool of teachers' assessment.

### 3. The goal of this lesson

The primary goal of extensive reading is to improve the learner's reading fluency and to help the students to enjoy reading. After students read many books over a long time, they experience the benefits of ER such as growing vocabulary knowledge, having a positive effect on reading comprehension, increasing reading speed, improving writing performance, etc. There are two lessons in this paper. In these lessons, the focus is to practice and improve students' writing skills after reading books. In a word, these lessons emphasize writing as a reading activity. Activities can be various, for example, to write a letter to one of the characters in a book, to make up a different ending or beginning for the story, or to summarize one sentence, etc. (Bamford and Day). If these activities are utilized appropriately in the class, students can enjoy learning reading and writing together. Another focus in these lessons is to encourage students to choose their books by themselves in order to enjoy reading itself and to get students into the habit of reading English. The lesson on

Thursday helps students predict or guess about the books they chose through pre-reading activities.

#### 4. Previous class work

In the beginning of the ER program, a teacher has already explained to the students about what ER is and what the benefits of ER are. The teacher has also explored students' reading histories through the handouts, 'Discussion Questions' and 'Reading and You Questionnaire' (Bamford and Day 9-11). See appendix B and C for a copy of the handouts (72-73). In the case of discussion questions, students do not need to answer all of the questions. They can choose several questions that they want to answer. And then they discuss the questions about their reading histories, for instance, their first memory of reading, the experience of bed time reading, and the most favorite kind of reading, etc. Via these activities, the teacher can recognize students' awareness or attitude toward reading. This can be helpful for the teacher to lead a reading class.

#### 5. Procedure

On Thursday

Time	Procedure	Sub aims
3min	<b>Greeting</b>  T: Hello, everyone. How are you feeling today? You look very pleasant. Happy Thursday!  Let's check who is absent from class today.	

2min	<b>Objectives of today's lesson</b>	<p>The teacher explains something about today's lesson.</p> <p>T: Today, we are going to choose a book that you want to read in the library. I will give you ten minutes to choose your book. After selecting your book, we will do pre-reading activities with your book. You are asked to finish reading the book before next Wednesday. If you find that you are not interested in your book, you can stop reading the book and select a new one.</p>	
15min	<b>Selecting a book</b>	<p>The teacher and the students are going to the library in the private cram school. The students are given ten minutes to choose a book which they want to read. The students, of course, are able to choose their books within their levels.</p> <p>The teacher should guide what range of categories they can choose from. The students can find books that suit their interests and reading levels.</p> <p>After choosing a book, they go back to the classroom.</p>	<p>To make students choose a book which they want to read</p> <p>To make students have an active attitude towards reading a book</p> <p>To draw students' interest</p>
15min	<b>Pre-reading activity</b>	<p>The teacher gives the students five or ten minutes to read the book they chose. In this step, the teacher lets them read quietly as individuals.</p>	

The teacher distributes handouts (see Appendix D, 75) to the students for pre-reading activities.

T: Let's look at the handout. Read the question and think about them, and then write down your thought. If you cannot guess any question, just leave it out. You are supposed to answer with short sentences.

The teacher gives students about five minutes to fill out the prediction questionnaires.

10min **Pair work**

After the students fill in the blanks on the handout, the teacher makes them work in pairs. In this activity, the students share their predictions about the book that they will read. The teacher gives them five minutes. Students explain their books to their partner after they read their books briefly. The teacher goes around the class and checks whether they have any problems. The teacher selects some students and asks what kind of book they will read. For variation of the activity, the teacher makes a student explain his or her partner's book. Through brainstorming with a partner, the student will, hopefully, be interested in the contents of the book and enjoy pre-reading activities.

15min **Presentation**

The teacher asks the students to briefly talk about their books. It is better that every student has an opportunity to introduce his or her new book. However, if there is not enough time, the teacher can select only some of the students.

**Homework**

The teacher gives students homework. Students are asked to read the whole book that they choose today and to write a summary of just one sentence by next class. For variation of this homework, the teacher makes students write a letter to a character in the book or write a different ending to the story.

On Wednesday

Time	Procedure	Sub aims
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5-7min **Greeting**

The teacher checks absentees.

T: Good afternoon, class? How is everyone today? It is nice weather today.

Is anyone absent?

The teacher asks students whether they have finished reading the book that they have chosen.

T: Did you read your chosen book for the week? If there is someone who could not completely read the book, raise your hand.

The teacher asks why the student could not finish reading the book if someone did not finish his or her book. The teacher takes a memo on the reason why the student could not finish reading.

The teacher briefly checks writing homework such as the one sentence summary, a letter to a character in the book, or writing a different ending of the story.

3min

**Objectives**

The teacher briefly explains about today's lesson.

T: Today, we are going to discuss the book which you have read for the week and share it with the class.

15min

**Group work**

The teacher divides the students into four groups. Each group has three students. The teacher hands out reading sheet such as literature response sheet (see Appendix E and F, 77-78), and the students write down the questions. They discuss their books with each other using the response sheet. The teacher gives students five minutes to write two or three questions about the other members' books, for example,

To provide opportunity for speaking

To improve students' writing skills

‘what character is your favorite?’ or ‘Does your book have a happy ending?’ etc. After the students write questions for other members about their books, then each student goes around and talks about his or her book such as the title, author, characters, story, genre, etc. Students do not need to talk about everything on the above list. They can say whatever they want to. Next, they can ask about something that they want to know about another member’s book. At this time, students can use the questions they made.

Then, they choose who is going to present in front of the class. The student can be a volunteer or appointed by other members.

During the discussion, the teacher goes around the class and listens to the students’ discussions. If any group cannot naturally go through the discussion, the teacher advises or helps them. The teacher can join the students’ discussion to help them develop it more.

The teacher also observes students’ attitudes towards group discussion. The teacher needs to recognize who are active or passive and record the observation. It is helpful for the teacher to evaluate students’ attitudes or motivation toward studying the target language.

20min **Group presentation**

After discussion, one student from each group will present his or her book as a whole story or parts that the student is interested in. If the presenter is not a volunteer, other members in each group should explain why they chose the student to present.

To improve students' writing skills

To help students identify main ideas

15min **Individual presentation**

After each group presents, the teacher lets each student present his or her homework by giving a one sentence summary, letter to a character in the book, or writing a different ending, etc. These kinds of homework can be varied, but homework should be related to the writing activities. In the case of the one sentence summary, it is better that every student goes around and presents a summary because it does not take a long time. Therefore, everyone has an opportunity to speak out their opinion.

### **Homework**

The students should keep a reading diary after reading their books.

## 6. Homework

Reading itself is homework in an ER program. In this lesson, the homework is not only to read a book they choose but also to write a summary, letter to a character or writing different ending in the book. Students select a book which they are interested in that they want to read, and then they finish reading before next Wednesday's class.

The teacher can rotate the above homework every time for students to improve their writing skills, identifying the main idea and feeling interested in their book. One sentence summarizing is that the students summarize the main idea in just one sentence after reading. There needs to be practice before students can do their homework. The teacher should model how to summarize a book in one sentence (see appendix G, 79). The steps are as follows:

- Brainstorm the most important points of the story.
- Reduce those to just the key parts of the story.
- Write a sentence and check that it includes the key parts.
- Revise the sentence and read it aloud to see if it sounds OK (Bamford and Day 149).

Bamford and Day also recommend that teachers change this activity a little bit depending on students' level. If the students are at low levels, the teacher lets them just write the main idea. In the case of higher level students, they should write a one sentence summary including the main idea, book title, and the author's name (149). This homework can be helpful for students to improve their writing abilities and identify the main idea. According to Makaafi, "Once [students] start working on it, they find that being restricted to one sentence, in which they must convey the main idea, is often challenging (149)." Through this activity, students must think carefully to find the main idea that they read about. There is no

need to restrict the summary to only one sentence if students are having difficulty writing one sentence. The teacher makes them write one or two more sentences for summarizing.

Another homework option is an online book discussion. Every student can participate in online discussions. Students need to have internet access and students' identification (ID) and password. For students who are unable to access the Internet from home, there must be a computer lab in the school. While reading a new book or after reading a book, students write whatever they want to say about their book or their feelings. When other students read the writing of their classmates, they can comment on it. Teachers should frequently check this site. Through the site, the teacher can check participation of students in the discussion. It is in this space that the teacher and students can talk more given that they could not share their opinion in the class because of time constraints or students' personal characteristics. In the case of shy students, who cannot express their thoughts or opinions in front of the classmates, they can show their book and opinions via the online site.

It might be a good motivator for teachers to regularly choose a student who often participates in this discussion or draw other students' interest and give that student a prize or reward. The teachers give the students the criteria for the best reader before beginning the online discussion. Every month, the teachers select the best reader, and the best reader can be awarded gifts such as a book coupon or gift card. It can increase the participation of the students and motivate students to read more. Vivienne Yu, who is working in Hong Kong Institute of Education, China, comments:

Not everyone agrees that students in a reading programme should be given extrinsic rewards, nor would the introduction of competition suit all school cultures. But this activity can be very helpful, especially in educational settings where a reading culture is lacking (qtd. in Bamford and Day 62).

If teachers also join this discussion and reply to students' writing, it can encourage students to be interested in the online book discussion. The online book discussion has a good role as a reading activity. In the middle of reading a book, students can summarize the contents or express their feeling about the book. Other students may also be interested in a book that they have not read yet, and they might try to read the book next time. I like this activity because it is student-driven and efficient to connect reading and writing activities. Students can also exchange their opinions and interact with each other. Bamford and Day emphasize that in case of this activity, students' motivation and feedback to their books are essential factors not studying foreign language itself (152).

## 7. Assessment

In the beginning of the ER class, 'survey of parents' helps the teacher know their students' reading environment (see Appendix H, 80). This will be helpful for the teachers to monitor and assess the students' reading progress.

During the course of the ER program, teachers need to assess students' progress and attitude toward reading. Bell declares, "In order to run an extensive reading program successfully, effective monitoring is required, both to administer the resources efficiently, and to trace students' developing reading habits and interests" ("Extensive Reading: Why? and How?"). To help this assessment, teachers can use some materials such as a reading notebook, book report (see appendix I, 81), reading diary, vocabulary journal, etc. Students need to have their own 'reading portfolio' folder to keep recording what they are reading.

A reading portfolio can be a showcase of the students' growth and achievement. As for the teachers, the reading portfolio is an effective assessment tool and provides a wide variety of students' work over a period of time. With the reading portfolio, the students can

monitor their own reading improvement. In addition, the students can collect, select, inspect, and reflect on their own reading and increase the students' self-assessment skill, which is one of the most valuable aspects of the portfolio. There are many contents in the reading portfolios: students' writing drafts, various kinds of writing, drawings and other visuals, students' self-reflections like summaries, etc. Reading portfolios will not only help the students practice reading, the students will also be able to respond to the information they have read.

#### 8. Anticipated problems and solutions

When students encounter unknown words, the teacher should suggest that the students guess or ignore them as they do when reading in their own language. Using dictionaries prevents the students from reading smoothly and fluently. According to Bell:

If learners turn to the dictionary every time they come across an unfamiliar word, they will focus only on the language itself, and not on the message conveyed. This habit will result in slow, inefficient reading and destroy the pleasure that reading novels and other literature are intended to provide (“Extensive Reading: Why? and How?”).

If there are many unfamiliar words, for example more than five new words per page, students might have difficulty reading the book. In this case, teachers make the students select other books rather than using a dictionary to look for the meaning. Having over five unfamiliar words means that the book is not at an appropriate level for the readers.

Some students might be slower to read a book than other students. For these students, the teacher can recommend using an audio tape that helps the students keep reading at a faster speed. Audio tape runs at a constant speed so slow readers can use it as a way

accelerate their reading speed. Bell points out that listening material is a model of correct pronunciation such as word recognition, and the students can be exposed to different accents and intonations (“Extensive Reading: Why? and How?”).

Accessing reading materials is important in the ER program. It is the best condition that the library of school has a lot of reading materials. If there is no library in the school, the teacher can make a classroom library (see Appendix J, 82). Classroom can be a good library.

#### 9. Additional activity

If it is possible, teachers should have an individual meeting with each student. Teachers meet a student person-to- person and talk about the book that the student is reading or has already read. According to Bamford and Day, “it is best to interview each student every few weeks, but the number of times you interview each student per term will depend on class size (81).” The interview takes place during the reading and writing class and the teachers interview students individually for a while. The teachers look over students’ reading notes and ask the students questions about plot, characters, students’ interest or emotions (81). According to Iwano’ experience, who is an instructor in Nanzan Junior College, Japan:

When doing the interviews, I use a corner of the classroom that allows me to see the rest of the class at a glance. In addition to general questions, I may ask very fast readers more specific questions about books they’ve read recently, such as, ‘So Cambridge is older than Oxford?’ I also use this opportunity to give advice as necessary, for example, suggesting that a student read easier or more difficult books (qtd. in Bamford and Day 81).

Bell also advises that students’ motivation for reading books is increased when they

have regular interviews with the teacher. The teacher can monitor the progress of an individual student, encourage students to read more and more, show interest to what students are reading, and guide what kind of book students should choose (“Extensive Reading: Why? and How?”). Cappellini gives some questions for individual interview (see appendix K, 84). Reading conference definitely helps teachers get feedback from students, for example, the book’s level or students’ interest. Teachers can also record what they have learned or felt about their students’ responses in the record sheet (see Appendix L and M, 85-87), and it can be a useful way to make a plan for future instructions (229).

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## Appendix A

Table 1. Results of Studies of the Benefits of ER on EFL &amp; ESL Learners

Study	Population	Results
Iwahori 2008	EFL; secondary; Japan	Increase in reading rate & general language proficiency
Nishono 2007	EFL; secondary; Japan	Increase in reading strategies & motivation
Horst 2005	ESL; adults; Canada	Increase vocabulary
Kusanagi 2004	EFL; adults; Japan	Increase in reading rate
Taguchi et al. 2004	EFL; adults; Japan	Increase in reading rate
Sheu 2003	EFL; junior high school; Taiwan	Increase in general language proficiency
Asraf & Ahmad 2003	EFL; middle school; Malaysia	Increase in attitude
Takase 2003	EFL; secondary; Japan	Increase in motivation
Bell 2001	EFL; university; Yemen	Increase in reading rate & general language proficiency
Mason & Krashen 1997	EFL; university; Japan	Increase in writing proficiency
Tsang 1996	EFL; secondary; Hong Kong	Increase in writing proficiency
Masuhara et al. 1996	EFL; university; Japan	Increase in reading proficiency & rate
Cho & Krashen 1994	ESL; adults; USA	Increase in reading proficiency, oral fluency, vocabulary knowledge, & attitude & motivation
Lai 1993	EFL; secondary; Hong Kong	Increase in reading proficiency & vocabulary
Elley 1991	EFL; primary; Singapore	Increase in reading proficiency & attitude & motivation
Hafiz & Tudor 1990	EFL; primary; Pakistan	Increase in writing proficiency & vocabulary knowledge
Robb & Susser 1989	EFL; university; Japan	Increase in reading proficiency and attitude

Pitts, White, & Krashen, 1989	ESL; adults; USA	Increase in vocabulary knowledge
Janopoulos 1986	EFL; university; USA	Increase in writing proficiency
Elley & Mangubhai 1981	EFL; primary; Fiji	Increases in reading proficiency & general language proficiency including listening & writing; increase in attitude & motivation

(Day “The Benefits of Extensive Reading”)

Appendix B

**Discussion Questions**

- What are your first memories of reading?
- Did anyone read to you? If so, who? If not, why was that?
- What kinds of things did they read?
- Where did this reading take place? Were others involved?
- What kinds of things did you enjoy reading most?
- Do you still enjoy reading these kinds of things today? If not, how has your reading changed?
- Which author or types of reading have been most important to you?
- What role does reading play in your life now (for example, as a parent or for work, pleasure, community, or religious purposes)?

(Bamford and Day 10)

## Appendix C

**Reading and You**

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

1. How much time do you think you spend reading in an average week? \_\_\_\_\_Hours
  
2. What kinds of things (for example, novels, magazines, TV guides) do you usually read?  
\_\_\_\_\_
  
3. What is your favorite...
 

magazine?	Why? (Example: "It has great photography.") _____
newspaper?	Why? _____
book?	Why? _____
  
4. Who is your favorite writer?      Why? (Example: "Her books are so funny.")  
\_\_\_\_\_
  
5. Do you enjoy reading?              Why or why not?  
\_\_\_\_\_
  
6. What is the most interesting thing you have read about recently?  
\_\_\_\_\_
  
7. Do you enjoy reading in English? Why or why not?  
\_\_\_\_\_
  
8. What is the most interesting thing you have ever read in English?  
\_\_\_\_\_

9. If you could easily read anything in English, what would you like to read? Why?

---

10. Do you think reading in English helps your English ability?

If yes – how? In what way?

---

If no – why not?

---

(Bamford and Day 12)

Appendix D

**Pre-reading Activities**

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Book title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Publication:** \_\_\_\_\_

**Brainstorming:**

**1. Do you find the name of main characters? If so, write them down:**

\_\_\_\_\_

**2. Do you guess why the characters have those names?**

\_\_\_\_\_

\_\_\_\_\_

**3. What kind of genre this book is?**

\_\_\_\_\_

**4. Have you ever read this kind of genre or story before? If so, write about the book title and the story that you can remember.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Can you guess that the ending of this story is happy or sad? Why?**

\_\_\_\_\_

\_\_\_\_\_

**6. Do you think you can keep reading this book?**

---

**7. Do you think you will like the main character?**

---

Appendix E

**Literature Response Sheet—  
Character Development**

**D1**

**Name** \_\_\_\_\_ **Title of Book** \_\_\_\_\_

**How would you describe the main character's personality?**

**What happened to the character, or what one event changed the character somehow?**

**How did the character deal with it? What was the character's reaction?**

**What do you think of the character's response?**

**What would you have done?**

**How would you compare yourself to the main character?**

Appendix F

<b>Fluent Guided Reading Focus Sheet— Author's Intent</b>		F10
<b>Name</b> _____		
<b>Title of Book</b> _____ <b>Genre</b> _____		
<b>Author</b> _____		
<b>What was the purpose of the story?</b>		
<b>What was the author trying to say?</b>		
<b>Problem:</b>		
<b>Character</b> What I know about the character   What is the character like at the beginning of the story?	What I learned about the character   How does the character change?	
<b>Character</b> What I know about the character   What is the character like at the beginning of the story?	What I learned about the character   How does the character change?	
<b>Solution:</b>		
<b>What did I learn from the story?</b>		
<b>What was the author trying to say?</b>		

Appendix G

Example One-Sentence Summary

A student, after reading *Dear Jan...Love Ruth* by Nick McIver, wrote the following one-sentence summary:

“Jan Polanski, student in England for a month, met Ruth and they had a great time together, but her parents seemed not to like him very much and they did terrible thing, and finally Ruth married Bill, her ex-boyfriend, who her parents liked.”

-Chika Yamamoto, Ashiya University, Japan

(Bamford and Day 150)

Appendix H

<b>Survey of Parents for Helping in the Classroom</b>			<b>B1</b>
<b>Child's name</b> _____			
<b>Name of parent willing to help</b> _____			
<b>Phone number</b> _____		<b>Home language</b> _____	
<b>I would like to help with the activities in my child's classroom.</b> (Please place a check on the lines next to what you are interested in helping with.)			
<input type="checkbox"/> <b>Reading</b>	<input type="checkbox"/> <b>Writing</b>	<input type="checkbox"/> <b>Math</b>	<input type="checkbox"/> <b>Science</b>
<input type="checkbox"/> Read to children	<input type="checkbox"/> Help publish	<input type="checkbox"/> Work with small group	<input type="checkbox"/> Help with experiments
<input type="checkbox"/> Conference with kids	<input type="checkbox"/> Edit	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other		
<input type="checkbox"/> <b>History/Social Science</b>	<input type="checkbox"/> <b>Art</b>	<input type="checkbox"/> <b>Music</b>	<input type="checkbox"/> <b>PE</b>
<input type="checkbox"/> Work with projects	<input type="checkbox"/> Teach a lesson	<input type="checkbox"/> Teach a lesson	<input type="checkbox"/> Teach a lesson
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<b>I would rather help the teacher in the class with</b>			
<input type="checkbox"/> Making journals	<input type="checkbox"/> Making children's books	<input type="checkbox"/> Making copies	
<input type="checkbox"/> Cutting and pasting	<input type="checkbox"/> Decorating the room	<input type="checkbox"/> Anything	
<input type="checkbox"/> Other			
<b>I would like to help with preparing these materials at home</b> _____			
<b>I would like to help with special events:</b>			
<input type="checkbox"/> Class parties and celebrations	<input type="checkbox"/> Field trips		
<input type="checkbox"/> Author's tea	<input type="checkbox"/> Other		
<b>I would like to be the class Room Mom</b> _____ (coordinate events with all the parents and the teacher)			
<b>I have a special talent that I would like to share with the class:</b> _____ (Cook, build models, sew, paint, tell stories, ...)			
<b>I am a</b> _____ (nurse, author, gardener, veterinarian, ...)			
<b>Please call on me when my expertise could be of help with any unit of study or if you need something that has to do with my profession.</b> _____			
<b>I can help</b>			
Before school _____	After school _____	Anytime _____	
During: Early morning: 8:00–10:00 a.m. _____	only at this time: _____		
Late morning: 10:00–12:00 p.m. _____	only at this time: _____		
During the afternoon: 12:45–2:45 p.m. _____	only at this time: _____		
<b>I can help on these days:</b>			
<input type="checkbox"/> Monday	<input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday	<input type="checkbox"/> Thursday
<input type="checkbox"/> Any day			
<b>Please call me as a substitute or on an as-needed basis</b> _____			
<b>Other:</b> _____			

Appendix I

## Book Report

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Title of Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Genre:** \_\_\_\_\_

I read ALL/ \_\_\_\_\_ pages of this book.

(Circle 'ALL' or write the number of pages read.)

Do you like this book? (Circle one)

- a. Excellent!   b. Good!   c. boring

Would you recommend this book to your friends? If so, why?

Yes/ No \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

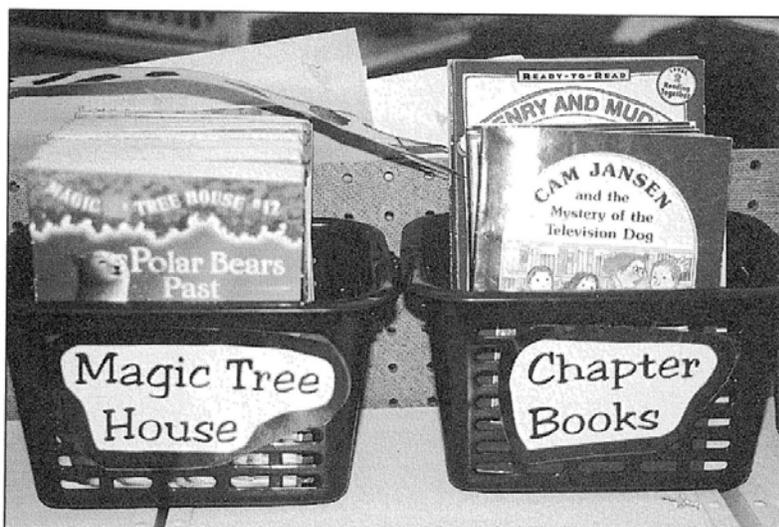
Write your feelings about the book: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Appendix J





Part of the classroom library.

(Cappellini 229)

Appendix K

**Questions for individual interview**

- What did you read?
- Do you like it? Why?
- What was your favorite part?
- What do you think about the main character?
- Did the book remind you of anything in your own life?
- What do you think about the author's style of writing?
- Do you like the topic?
- Was the book hard to read, or just right?
- Are there parts you didn't understand?
- Do you need any help?
- Would you like help picking another book?
- Would you like to read another book by the same author?
- Would you like to read another book in this series?
- Did you like reading a story, or would you like to try a book with facts?

(Cappellini 229)

Appendix L

Informal Language Assessment Record Sheet		A1
Name _____ Grade _____ Current ELD Level _____		
Date _____ Type of Interaction _____		
Language Structures Used Correctly	Language Structures Used Incorrectly	Types of Language Functions Used
<b>Comments, Analysis</b>		

(Cappellini 262)

Appendix M

<b>Reading Conference Sheet</b>				<b>A2</b>
<b>To Monitor Reading and Language Development and to Plan for Instruction</b>				
Week of _____				
<b>Date/ Name of Child</b>	<b>Type of Conference Title of Book</b>	<b>Observed Reading Strategies and Language Used</b>	<b>Future Mini-Lessons Reading</b>	<b>Future Mini-Lessons Language</b>

(Cappellini 263)

## Reading Conference Sheet

**To Monitor Reading and Language Development and to Plan for Instruction**

Week of 1/8

Date/ Name of Child	Type of Conference Title of Book	Observed Reading Strategies and Language Used	Future Mini-Lessons Reading	Future Mini-Lessons Language
Jonathon 2nd grade (Span/Eng) intermediate speaker	Reading Progress: <u>The Careful Crocodile</u> Level 16	Reading: Self-corrected numer- ous times. Substitutions made sense. Had trouble with irregular verbs in text. Language: Sentence structure is awkward: "The mud will take him down the ground. It will slip him." He is trying to use future tense.	Cloze activities with meaning making being the focus: "What makes sense?"	Work on syntax: simple sentence patterns. Shared writing: Forming correct sentences.
Mena 1st grade (Arabic/Eng) (and Pashtu) early intermediate speaker	Reading Progress: Read a variety of books from her book box Level 8	Reading: Used many strategies: reread line for mean- ing, looked at the pic- tures, but had trouble retelling the story. Language: knows articles, but uses them too much: "The dad, the mom, I like to read the books." Just developing present progressive, still makes errors.	Focus on retelling story. Model summarizing the main idea.	Work on syntax: Make lists of items using articles in simple sentences. Shared writing: Use sentences with present progressive.
Tania 1st grade (Span/Eng) intermediate speaker	Reading Progress: Read a variety of books from her book box Level 12	Reading: Cross-checked for meaning. Shared her favorite parts. Talked about characters. Language: Using short sentences. Needs help with the past tense. Used present progres- sive, but seemed to confuse patterns.	Highlight the main character and connection to the plot. Model self-correcting.	Shared reading: Use texts with repetitive patterns. Shared writing: Use sentences with past tense and with present progressive.

(Cappellini 251)