Extensive reading forum: Motivation and community through extensive reading

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Extensive reading increases motivation to read and to learn a foreign language. When learners share their reading experiences, extensive reading also creates a classroom community. In this forum, eleven teachers used poster and presentation to link extensive reading with extensive listening; TOEIC scores; drama; affect; and online tools. Participants who joined them learned both basics as well as latest findings on how to make extensive reading work in any classroom. Representative papers shared here include one on "The Kaisei Extensive Reading Programme," another on "Using Graded Reading to Raise TOEFL Scores," and a final paper on "How to Improve Comprehension of Any Text Using Online Tools."

エクステンシブリーデイング　は外国語を学ぶこととリーデイングの意欲を高めます。学習者がリーデイングの経験を共有する時、エンクテンシブリーデイングはクラスルームに共存意識を作り出します。このフォーラムでは11人の教師がポスターを使ったり、エクステンシブリーデイングとエクステンシブリスニング、TOEICの点数、ドラマ、影響、オンラインツールなどとリンクするプレゼンテーションをします。あなたのクラスルームで如何にエクステンシブリーデイングを活かしていくかその基本原則、あるいは最近の調査結果について学ぶためどうぞ参加してください。

Summary (by Tracy Cramer, 2006 ER Forum Coordinator)

In this collection of papers you will find a short summary of the main events of the 2006 Extensive Reading Forum: Motivation and Community through Extensive Reading. The summary is then followed by papers prepared by three of the presenters on their respective topics.

Extensive reading (ER) means that language learners read large amounts of self-selected text that is within their current reading ability in order to build reading fluency, confidence, and target language knowledge. Every year since 1997, English teachers have gathered in a forum at JALT to present their latest research and best practices.

The 2006 Forum began with an introduction to ER by Marc Helgesen from Miyagi Gakuin Women's University. Next, he and Professor Rob Waring of Notre Dame Seishin University, on behalf of the ER Foundation, presented the 2006 Language Literature Awards to graded reader publisher representatives. The winner in the Young Learner category was "Thumbelina", as retold by Sue Arengo of Oxford University Press; and the winner in the Adolescents and Adults category was "The Amazon Rain Forest" by Bernard Smith of Pearson Education.

The heart of the Forum then began when, through poster displays and interactive discussions, eight experienced teachers offered practical information and research results on the following seven topics, the first three of which are written up in the articles below: 1) using drama in running a successful ER program at the Junior High school level by Richard Ascough at Kaisei Gakuen University; 2) how one university has adopted ER as a means to raise students' TOEIC scores by David Williams at Yokohama City University; 3) how by providing learners with rapid access to bilingual or monolingual glossing, web dictionaries, simplified text analysis, and listening support, students can learn how to improve their comprehension of any text by John Paul Loucky from Seinan Women's University; 4) the basics of setting up and running an ER program by Marc Alberding at Asia University; 5) a report on university students' perceptions of how an ER program helped them improve their English ability, and how that compared to their achievements on pre and post language tests by Rick Romanko at Tokyo University of Agriculture and Technology; 6) a preview by one the contributors, Steven Donald of Nagasaki Junshin Catholic University, of the latest edition of the Oxford University Press booklet on the "The Why and How of Using Graded Readers"; and finally, 7) how to link ER and Extensive Listening by Robert Croker and Mari Ohtake of Nanzan University.

Working together our ER Forum writers have also combined a useful Appendix of resources called "Extensive Reading Forum's Combined Helpful References on Extensive Reading and Using Graded Readers; Recommended Reading and Vocabulary Articles, Software and Websites."

The Kaisei extensive reading programme
Richard Keith Ascough, Kaisei Gakuen University

Student Responsibility

One of the major goals at Kaisei is to have the students take responsibility for their own education. Classes start at 8:10 and finish by 2:30 so the students have time to study what really interests them. Also, the Sports Festival and the Cultural Festival are both completely planned and run by the students. The Extensive Reading Programme is also student-centred. The teachers provide the books and the students read as much as they feel they need.

The Method

Third year junior high students all read at least one book for homework each week. There are hundreds of books of different levels in the English Conversation classroom. Students hand in their old book and pick a new book each week when they have English Conversation class. They use the books in class, but they do not read the books in class. Our students do a lot of reading and listening, but we feel reading and listening should be done at home so students can speak as much as possible during class time.

Speaking Activities Using the Books

Every student is reading a different book. So how do we use them in class? Here are a few practical examples:

Speech about a book they have read

Students discuss a book with their partner. They then talk to several partners. At the final stage, students prepare a short speech about a book they have read which they present in front of the entire class.

Convincing others...

The teacher gives a quick lesson on how to convince someone that your opinion is correct. Then the students have to convince their partner that their book is the best book in the whole world. They switch partners several times and each partner gives them advice so they become better and better at convincing other people.

Developing critical skills...

The teacher gives a quick lesson on how to politely criticize a book. Then students practice and develop the skills of expressing their feeling when they don't really like a book. They then try out this new skill with several partners and help each other become better at it.

Mini-Drama

Students work together in a small team with others who have read and enjoyed the same book. They prepare a script and then perform their play in front of the entire class. The play can be one scene from the book or they can choose to tell the whole story. The students are encouraged to bring in costumes and other props.

Book Levels

The approximately 3,500 books we have in our Extensive Reading library are divided into eight levels. We use the level system created by the University of Edinburgh. The easiest ones are simple comic book-style graded readers, while the most difficult are books read by native speakers. At the start of the year every student takes a short computer based level check to determine what graded reader level is right for them. The SLEP Test was purchased from ETS (Educational Testing System) and then a computer version was created to speed up the marking process. Students are free to read books at any level, however most start at the level the computer-test score suggests. They move up to the next level when they feel they are ready.

Results

Most students have jumped up one or two levels and some students have made incredible progress. At the end of the year we will test the students again and see how much they have improved.

Pedagogical Implications

Teachers wishing to implement an effective ER program should start early. It takes time and energy to set up a successful programme. They should try to buy as many different books as possible. Author's advice: Do not get two copies of any book until you have a large selection. You cannot have too many low-level books. It is more useful to read ten easy books than to read one difficult one. Get a wide variety of books. Purchase novels, plays, travel guides, biographies, fact-files and anything else possible. Try to get books from different countries. African books are really interesting because they are so different. The University of Edinburgh has produced a list ranking all the readers from every company. All of the publishers have greatly improved their collections of graded readers over the past few years. There is a very wide selection of exciting titles!

Summary

Our Extensive Reading programme has been running for several years. It's part of the oral communication course for third-year students. We use team-teaching by 2 or 3 native teachers. Teachers meet regularly to ensure everyone is teaching the same thing. Books are not read in class, but used in class. The distribution system includes a level system. All students got the same first book and keep records of all books read. Mini-comprehension tests are given on the first book read.

Recommended: Bamford and Day; EPER; Rob Waring's English and Japanese Pamphlets.

Using graded reading to raise TOEFL scores
David Williams, Yokohama City University

Background

The use of standardized testing, such as TOEFL, in Japanese universities has grown considerably in recent years (TOEFL examinees in Japan increased four-fold between 2000 and 2003). At the same time universities have also increasingly recognized the importance of supplementary self-study such as graded reading in order to raise the scores of such tests. At Yokohama City University (YCU) a programme which combines standardized testing and graded reading in its English curriculum has recently been implemented.

The benefits of graded reading such as raised motivation and confidence   (Nation, 1997; Reynolds 2004), "virtuous circles of learning" (Nuttall, 1982, p.168), vocabulary acquisition (Day et al, 1991), language consolidation (Elley, 1991; Waring & Takaki, 2003) and overall fluency (Brown, 2000) are well documented. These studies illustrate how graded reading has the potential to assist many areas of language learning and, according to Holden (2003), is viewed positively by students. However does this apply if graded reading is used as part of a programme where test scores are required? Two studies conducted by Gradman and Hanania (1991) and Constantino et al (1997) both established that graded reading can indeed boost TOEFL scores in America-based students but whether this applies to Japanese students in an L1 environment is unclear. In light of these considerations and by using empirical data this paper aims to consider two questions (1) does graded reading help to raise TOEFL scores amongst Japanese students in Japan and, (2) how do Japanese students feel about using graded reading as a means to raise their scores?

YCU and TOEFL

In 2005, as part of major reorganization, YCU implemented a new general English programme. Under this programme – known as "Practical English" (PE) - students require TOEFL 500 to gain credit and advance to the next year. Students take an ITP TOEFL test at the beginning of the first semester and again at the end of each semester. Upon reaching TOEFL 500 students gain credit and pass PE; students failing to reach TOEFL 500 are streamed into "high" and "low" groups according to their TOEFL scores. Students also receive a non-credit "grade" from their teacher for class participation.

Practical English consists of 3 90-minute classes per week, a further 60 minutes compulsory e-learning per week and voluntary graded reading. Students read graded reader books (Penguin Readers levels 2 and 3) and write a summary for homework.

Method

In order to answer the research questions, three types of data were collected: the pre and post semester TOEFL scores for all first year students (n=446); the number of graded readers read and; to gauge student perceptions on graded reading, answers to a 12-item questionnaire administered in the last class session of the semester in 4 classes (n=49). Additionally, students' class participation grades (independent of graded reading) were also gathered. Since class participation data

could only be gathered from full-time staff, the number of responses was 89. Adopting the idea that limited graded reading is unlikely to have a discernible effect on L2 development (see Waring & Takaki, 2003), students in the current study were categorized as *graded reader students* (GRS) - those who read 3 or more books, or *non-graded reader students* (NGRS) - those who read 2 books or less.

Data analysis focused on the score differences between the April and July tests for GRS and NGRS, and between the "high" group students (TOEFL 440-473 points) and "low" group students (under 440 points). Questionnaires were distributed to students and descriptive statistics carried out on the responses.

Results

The overall profile of the students showed that graded reading was a new activity for 71% of students with just 10% (45 students) categorized as GRS; 75% indicated only reading a book when it was required. These findings suggest the voluntary nature of reading might have been insufficient to encourage students to read.

Despite GRS and NGRS starting with similar pre semester TOEFL scores, GRS were more likely to achieve greater score gains between the two testing dates than NGRS (+22 points for GRS compared with +15 points for NGRS) indicating that graded reading has some benefit (Chi^2 was not statistically significant however). Further analysis revealed that 38% of GRS raised their scores by values greater than one standard deviation (SD) – against a value of 31% for NGRS. GRS also received higher participation grades than

NGRS (significant at p=1%). These tendencies were stronger in GRS reading 5 or more books where average score gains were 31 points, 55% of such students raised scores by more than 1SD and there was *no* attrition of scores (see Figure 1).

Differences between the "low" and "high" groups were more distinct (see Figure 2). Although graded reading by "low" group students had little, if any, bearing on score differences (+25 points for GRS against +24 points for NGRS), "high" group GRS raised scores by 19 points, while "high" group NGRS advanced only 8 points. In particular amongst students making large score gains (> 1SD) "high" group GRS outperformed the "high" group NGRS (35% against 23%). "High" group GRS also exhibited no attrition of scores whilst 11% of high group NGRS experienced score declines of >-1SD.

Finally, as can be seen in Figure 3, students reported being overwhelming positive about "graded readers' enjoyment" and perceived the activity to "improve English" in general; moreover self reported comments revealed that graded reading *was* viewed as a "worthwhile", "fun" and "engaging" activity. By contrast, graded reading's "usefulness" in raising TOEFL scores and the utility of writing a book "summary" were less certain. Although beyond the scope of the current research, differences between male and female perceptions were also clear. For all questionnaire items females perceived graded reading in a TOEFL programme more positively than males (significant at the p=5% level for "useful for TOEFL" and "improve English"). Males also emphasized more frequently that graded reading was too "simple." Consideration of such differences is highly recommended for future research.

	NGRS (n=401) Pre-semester TOEFL (440)	GRS (n=45) Pre-semester TOEFL (437)	GRS (5+ books) (n=11)
Average score gain (Post –Pre semester)	+15 Points	+22 Points	+31 Points
Score gains >+1SD*	31% **	38%	55%
Score decrease >-1SD	8%	7%	0%
Teacher issued Class Participation grade (n=89)	A=12% B=35% C=23% D=29%	A=54% B=29% C=13% D=4%	A=64% B=27% C=9% D=0%

Figure 1. TOEFL Score gains (NGRS and GRS) n=446

Note: * In figs 1 and 2, 1SD =33 points

** Percentage values refer to % of students in the category (e.g. 31% of NGRS)

	Low group (TOEFL <440)		High group TOEFL (473<441)	
	NGRS (n=179)	GRS (n=22)	NGRS (n=222)	GRS (n=23)
Average score gain (Post –Pre semester)	+24 Points	+25 Points	+8 Points	+19 Points
Score gain > +1SD	41%	41%	23%	35%
Score decrease > -1SD	4%	14%	11%	0%

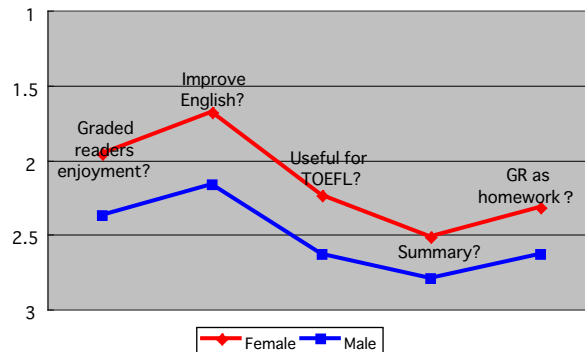**Figure 2. TOEFL Score gains (low and high groups) n=446**

Figure 3. Student views of graded reading for TOEFL scores (n=49)

Note: 1= Very much agree; 2=agree; 3= neither agree nor disagree

Implications and Discussion

This research shows that graded reading may be linked to some gain in TOEFL scores and may assist in preventing language attrition – particularly for students with initially higher TOEFL scores (students in Constantino et al's study had mean TOEFL scores of over 550) and those who read more frequently, however it may not necessarily be seen as a direct cause. Moreover, due to the relatively small numbers of students in the GRS category (45), the results here should be viewed cautiously. The role of other language related activities such as student membership of language schools or self study were also not internalized into the current study so it is difficult to assess the independent effect of graded reading on students' scores. However evidence from those students reading 5 or more books displayed strong score

gains *and* an absence of attrition, again studies with larger sample size are required to support this. It is clear however that GRS included the most motivated students who received the highest class participation grades (Chi^2 significant at 1%) which backs up Nuttall's notion of "virtuous circles of learning." This finding is an important pillar supporting the rationale behind any graded reading programme whether it is linked to TOEFL or not.

Despite the statistical evidence supporting the use of graded reading for TOEFL, some students (particularly males) accustomed to intensive reading, reported that graded reading's implicit "simplicity" was a deficiency that did not address the needs of TOEFL. Graded reading within a YCU-like programme thus requires careful implementation and encouragement. For example, in a largely male dominated academic setting it may require more management and monitoring to be recognized and be adopted enthusiastically by students. Additionally this research suggests that, due to score gain differences between "low" and "high" groups, programmes need to assess needs based on the level of achievement in pre semester tests and not simply on the number of students; to boost reading rates, the experience here strongly points to compulsory rather than voluntary graded reading. Finally, by considering these issues in tandem with good access to books and individual learning strategies, it is seems likely that supplementary graded reading when undertaken repeatedly can be of value to students in raising their TOEFL scores.

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How to improve comprehension of any text using online tools

John Paul Loucky, Seinan Jo Gakuin University

Using < www.CALL4ALL.us; www.call4all.us/home/_all.php?fi=r>.

Since it is commonly acknowledged that readers need more comprehensible input, and modern readers are reading ever larger amounts online, how to make online reading more comprehensible and accessible to second language readers is a crucial issue of increasing importance. Programs shown by this presenter can help us to assess or simplify the readability level of any online text, so as to make it more accessible and comprehensible to learners from various language backgrounds.

Many of these programs were presented in greater detail at The Reading Matrix 2007 Online Conference, both in paper and Audio PowerPoint presentation formats (Online at <www.readingmatrix.com/conference/pp/proceedings2007/loucky.pdf>). (See Loucky, 2007b).

The presenter has sought ways to research and improve online reading by combining beneficial strategies from both Intensive and Extensive Reading approaches (See Appendix, Tables 1 & 2, or Loucky, 2005a), and better ways to systematically maximize lexical acquisition and comprehension development using CALL resources (Loucky, 2005b; 2006a-c; 2007b). Those seeking to incorporate the `Benefits of Extensive Reading` into their online courses and instruction should seek to include its ten major characteristics (summarized from Day & Bamford,

1998: 6-8), after modifying them as deemed appropriate for online learning environments. Interacting with these generally accepted principles of Extensive Reading, we asked questions to help challenge and improve our research and practice online, where these do not seem to fit general principles of reading print text.

This presentation showed how we can help students improve their reading of English, and 112 other major languages as well, by providing foreign language learners with rapid access to:

a) Free Online Dictionaries and Glossing Engines:

1) Monolingual at <www.call4all.us///home/_all. php?fi=d> and

2) Bilingual Glossings: Provide Instant Access to Bilingual Glossing FOR ANY ONLINE TEXT IN 112 LANGUAGES at WordChamp.com.

3) Multilingual Web Dictionaries at <www. call4all.us///home/_all.php?fi=d>

b) Student may Auto-Archive new words for later study with Rikai or WordChamp

c) May Auto-Generate E-Flash Cards for new word review or Collaborative Use

d) Student may take Auto-Generated Vocab Quizzes using these new words instantly

e) Examples used for online Readability Checks (from CALL4ALL.us right menu)

1) Use <www.ESLGold.com> articles

2) Use Manjiro Story of Scanned Word Text at <www.call4all.us///misc/docs/Manjiro-OCR-58.doc>

3) Use WordChamp.com to create Flash Cards Collaboratively (See examples: Pearl Harbor Story Words; Basic Idioms; Essential Adjectives/ Verbs, etc)

4) For excellent Collaborative learning of any set of essential vocabulary, collocations, idioms, grammar structures, Semantic Field Keyword set, found Online at: <www.call4all.us///misc/sfka. php>, etc.

f) 2 forms of simplified Text Analysis for focused vocabulary study (shown below)

g) Text-to-Speech listening support, by which students can learn how to improve their comprehension of any text, either print or online. How to scan any text and provide access to any of these essential tools was demonstrated in this Online Reading Workshop.

Research Question Focused on in this Demonstration: How can we help enable readers of English and over 100 other major world languages as well learn to read more smoothly and independently online? The brief answer presented in this seminar is "By learning to use and empower one's online reading using CALL innovations" like these:

a) World CALL Directory Site Map at <www.call4all. us/home/_all.php?fi=0>

<www.CALL4ALL.us> is a Virtual Encyclopedia of all major language learning links, Web dictionaries and Computer-Assisted Language Learning organizations in

the world, languages (over 112 languages), encyclopedias, acquisition activities, dictionaries Online, sites or software for language learning

b)   Web Dictionaries – Page D of CALL4ALL.us links us to 2,500 Web Dictionaries!

c)   Use 2 forms of simplified Text Analysis for focused vocabulary study, either Pre- or Post-Reading. 1) ▶ Compleat Lexical Vocab Profiler <www.lextutor.ca/vp/eng/>

1) Use **Compleat (sic) Lexical Vocab Profiler** to estimate readability of any text:

Any text inputted will output a Color-Coded Analysis showing you all the words of your text by word frequency levels:

K1 words used (from lst most common 1,000 English words in blue); K2 words used (2nd most common 1,001-2000 words used in green); AWL words (Academic Word List terms) used in brown; and off-list words in red. This way you can focus on learning any academic or off-list words, once most common words have been mastered.

2) AWL Highlighter **(CAVE)** <www.nottingham.ac.uk/~alzsh3/acvocab/awlhighlighter.htm>

Use AWL highlighter as a **core academic vocabulary evaluator (CAVE)** to identify AWL at any of 10 levels in any text you submit up to 2400 characters.

Focus on learning how to use these highlighted core academic vocabulary, either by writing your own sentences, creative vocabulary stories, or better yet by using them actively in interview questions practiced with a partner. Review highlighted words 1-3 days later by means of the AWL gap-maker, based on the text you read and studied before. Uses a section or summary of a text.

Overview

We demonstrated the use of WordChamp.com for improving any online reading, by using it for pre-reading or after-reading vocabulary development, or using its WebReader functions while reading any online article in 112 different languages (and counting). As Rosszell (2006) has written, "ER+ is proposed as a more effective alternative to ER, and one which enabled learners to outperform a control group on measures of vocabulary knowledge and use" (Rosszell, 2003).

Procedure

Students can do Free/Extensive Reading using this and many similar online Reading Labs. To help maximize their comprehension, enjoyment and effectiveness of Online Reading texts and activities, it is greatly to the teacher's and learners' advantage to be able to add such features as Text-to-Speech for Listening support (often called Extensive Reading and Listening); Instant Glossing (Using WordChamp or Rikai.com, etc); and Vocabulary Auto-Archiving features which both of these have, for later review at their own leisurely pace without distracting them

from reading enjoyment. An example of a good Online Reading Lab with ER+ auto-corrected comprehension questions and a pacer is Balsamo's, found at <www.geocities.com/yamataro670/readinglab.htm>. Its article on Firearms or others on wars could be presented for example with a relevant supplementary listening-viewing Activity, by viewing and discussing the movie: "Bowling for Columbine."

Recommendations

ESL/EFL teachers should help learners focus on and practice beneficial strategies for improving their TL vocabulary, reading skills, and reading fluency. Many aspects of both IR and ER might be better facilitated by CAI/CALL and Web-based methods and materials, if teachers and software/website designers would seek to more effectively combine the benefits of both Intensive and Extensive Reading types, techniques, and strategies to help online readers improve their L2 comprehension and vocabulary development whenever reading online, whether for information, enjoyment, or both (as outlined in Tables 1 & 2)

Based on general findings by various reading researchers, Grabe (1991) developed some useful guidelines for reading programs, which need modifications for ideal use in second or foreign language situations, especially when computer assisted language learning is being used (Grabe, 2000).

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Appendix

Table 1. Model of Reading Comprehension and Vocabulary Processing: Combining Benefits of both Intensive and Extensive Reading

A. Techniques and Strategies to Improve Comprehension

Reading Types:	Component Techniques:	Strategies: (Vary from basic to optional with type)
1) SURVEY READING	Determining Purpose	Estimate Time/Difficulty
2) SPEED READING	Overview & Data-Gathering	Skimming or Scanning
3) PHRASE READING	Phrase Reading	Structure by Sense Units
4) CLOSE READING	Monitoring Comprehension	Solve/Fix Reading Problems
(with Annotations; Do I read ahead, re-read, ask for help?)	(Do I get meaning? Understand & Repair Break-downs?)	Summarizing Story Line or Text's Rhetorical Structure
5) INQUIRY READING	Questioning; Data-Gathering	Making Inferences
6) CRITICAL READING	Comparison & Synthesis	Connecting/Personal Relating
(Judgments/Insights/Notes)	Asking/Commenting about Text	Use Graphic Organizers
7) ESTHETIC READING	Visualizing Scene/Characters	Picturing Action
	Evaluating Clues & Guessing	Predicting Outcomes
	Summarizing/Dramatizing	Retelling/Re-enacting

B. Vocabulary Development Strategies

Vocabulary Learning Strategies:	Lexical Processing Phase/Goal/Focus:
1) Attend and Assess—Notice and Evaluate	Evaluate degree of word knowledge
2) Access—Connect	Ascertain or ask meaning in context
3) Archive—Keep (Save & Sort)	Record new word meanings somehow
4) Analyze—Divide & Conquer	Divide by Grammar/Origins/Meanings
5) Anchor—Fix in ST Memory (Avoid Interference of "false friends")	Use Visual/Auditory Mnemonic Devices as ST Cues/Links/Triggers
6) Associate —Relate to Simple Topical Keywords Conceptually & Network them	Organize into Semantic Field Categories; by Collocations/Common Expressions
7) Activate—Use Productively	Actively use expressively ASAP
	Recall new words from Memory Links; Reproduce/Retell/Re-enact Stories, etc
8) Anticipate—Expect & Predict Meaning in text by looking ahead	Build up one's "predictive Anticipatory Set" skills
9) Reassess Learning–Recheck/Improve	Post-test any TL vocabulary or VKS
10) Relearn/Recycle--Review words missed again in new contexts often to extend & reinforce their meanings and long-term retention.	A. Re-meet TL words again in repeated encounters often for meaning enrichment; B. Build up Automaticity and Long-Term Retention Skills via elaboration activities.

(This "Model of Reading Comprehension and Vocabulary Processing" and the following chart comparing the emphases of IR and ER first appeared in Loucky, J. P., 2005a, Combining beneficial strategies from both intensive and extensive reading approaches for more effective and enjoyable language learning. In *JALT 2004: Language Learning for Life Conference*, K. Bradford-Watts, C. Ikeuchi, & M. Swanson (Eds.), on *JALT 2004 Conference Proceedings CD*. Tokyo: JALT. Pages 1041-1055)

Table 2. INTENSIVE READING SKILLS versus EXTENSIVE READING SKILLS

INTENSIVE READING SKILLS versus	EXTENSIVE READING SKILLS
Stresses Development of Specific Reading Skills:	A. Self-Chosen Materials often more interesting
A. Word-Recognition (Basic Elementary Phonics)	B. Broader Cross-Cultural Content Encouraged
B. Meaning Comprehension Skills Stressed	
C. Focused Development of Vocabulary,	C. Faster Reading to Increase Speed
Grammar, Study Skills, Inferencing	
D. Comprehending Details vs. Main Ideas	D. Analytical Reading
E. Understand Literal vs. Inferential Data	
F. Understanding Patterns of Organization	E. Synthetic Comparative Reading (Topical)
G. Transitional vs. Relational Words	
H. Understanding Author's Bias & Purpose	F. Improved Motivation for L2 Reading
I. Reading to Increase Comprehension Speed	
1) Scanning to Locate Specific Information	G. Greater Entertainment & Enjoyment
2) Skimming for Main, General Ideas	(Lower Anxiety & Better Affective Factors)
J. Encourages Repeated Encounters (shown to be needed for acquisition of new vocabulary)	H. Wider Range Reading for Pleasure
K. Often uses Simplified Texts & Exercises	K. Stress on using Authentic Readings

APPENDIX:

Extensive Reading Forum's Combined Suggested Readings

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Rumelhart, D. E. (l977). Toward an interactive model of reading. In S. Dornic (Ed.), *Attention and Performance* VI (pp. 573-603). Hillsdale, NJ: Erlaum.

Sampson, M., and Thomason, T., (Eds.). (1992). *Reading, writing and literacy learning: Strategies from the Bill Martin Workshop*, Introduction. Pathways to Literacy Conference. Commerce, Texas: The International Institute of Literacy Learning.

Recommended Reading Resource Websites

<www.CALL4ALL.us> - Page R-Reading at <www.call4all.us///home/_all.php?fi=r>

V-Vocabulary; W-Word Lists, etc.

<www.extensivereading.net/> - Extensive Reading Pages and Reference Bibliography.

<www.v-check.jp>

<www.Vocab.com>

JALT2006 — Community, Identity, Motivation

<www.WordChamp.com>

<www.WordSurfing.com>

<www.prosigner.com> for Vocabulary Wizard.