

# Why Isn't ER More Popular in High School?

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## Reference Data:

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The purpose of this study is to investigate high school English teachers' attitudes and motivation toward extensive reading (ER) in terms of the following three aspects: 1) differences between practitioners and nonpractitioners; 2) differences in attitudes toward ER between the teachers participating in this study and their counterparts from five years ago; and 3) differences of nonpractitioners' expected problems between high school teachers and university teachers. A survey administered to 38 high school teachers (17 practitioners and 21 nonpractitioners) revealed that 1) there are obvious differences in attitudes toward ER between the two groups: practitioners and nonpractitioners; 2) despite the improvement of budget and support from the administrators, nonpractitioners' concern about the teachers' different role and time-consuming work has increased; and 3) high school teachers have more constraints than university teachers in terms of budget and curriculum which could make it more difficult to implement ER in their classes.

この研究は、中学・高校の英語教師を対象とした、多読に関するアンケート調査の結果を次の3点に関してまとめたものである: 1) 多読を導入している教師と未導入の教師の多読に関する意識の違い、2) 多読が普及してきた昨今の導入・未導入者の多読に関する意識と、5年前の導入・未導入被験者の意識の差異、3) 中高と大学での多読未導入指導者の懸念事項の違い。分析結果によると、多読導入者と未導入者の意識の差は大きく、5年前に比べて、現在は図書予算・管理職の協力体制に関しては向上しているものの、教師の役割や多読指導の煩雑さに関する多読未導入者の危惧は逆に大きくなっている。また、中高の教師は、図書予算やカリキュラムに関して、大学教師ほど自由がきかないことが、多読導入を困難にしていると考えられる。

**F**OR THE last two decades extensive reading (ER) has been spreading all over the world, and numerous studies have explored its effectiveness in language learning (e.g., Asraf & Ahmad, 2003; Beglar, Hunt & Kite, 2011; Furukawa, 2010; Henry, 1995; Horst, 2005; Iwahori, 2008; Mason & Krashen, 1997; Nishizawa, Yoshioka & Fukada, 2010; Takase, 2008). ER has been recognized as one of the best strategies to motivate EFL learners to read English, and thus, improve their English ability (Day & Bamford, 1998; Krashen, 2004).

In Japan, around 2002, a number of teachers started implementing ER in their classes (Takase, 2010). Unfortunately, not all of these initiatives have been successful. There are some critical factors to make the program a success, and support from the administrators is one of them. As Macalister (2010) argues "Clearly, school managers, administrators, and even possibly principals need to be aware of the reasons for incorporating extensive reading into the teaching program" (p. 71). Therefore, those who were able to get full support from their



administrators were more successful in their ER programs.

In most cases in Japan, however, implementation of ER is carried out mainly by individual teachers or small groups of teachers rather than by the whole institution or a department. In those cases, whether the ER program becomes successful or not totally depends on the individual teachers. It is often the case, unfortunately, that some teachers implement ER without enough preparation and fail, and others are forced to reduce the time allotment for ER or stop completely due to a tightly scheduled curriculum. There are various reasons for not implementing ER or not continuing it. Likewise, there are various factors to motivate teachers to implement ER and continue it for years.

First, teachers themselves should become deeply absorbed in ER. Takase (2006) conducted a case study on three high school teachers who had been influenced by their students and started ER themselves. Then, they, in turn, brought other students into reading, helping them choose books in the library, encouraging students to keep reading, and implementing ER in other English classes.

Second, after some preparation, teachers should move into action without too much worry. Takase (2007) found that non-practitioners' worries seemed to lessen or disappear once an ER program had been implemented.

Third, once started, the ER program should be continued for several years, as ER teaching experience makes a difference. According to Takase (2007) and Takase and Uozumi (2011), the longer the ER teaching experience lasts, the better the instructors become. The results are illustrated in Takase (2007) for high school teachers, and in Takase and Uozumi (2011) for both high school and university teachers.

This study attempts to investigate whether or not teachers' motivation and attitudes toward implementing ER have changed over the past five years, during the great increase in ER practitioners. According to Takase and Uozumi (2011), com-

pared to colleges and universities, the growth of high school ER classes is relatively small in number and slow in speed. In order to investigate what prevented teachers from implementing ER in high schools, a survey was conducted to both ER practitioners and nonpractitioners at several seminars in 2010 and 2011 (Appendices A & B). The results were also compared to those of the previous survey conducted in 2006 (Takase, 2007). Thus, the research questions in the present paper are:

1. What are the differences in motivation and attitudes toward ER between high school ER practitioners and nonpractitioners?
2. Is there any change in teachers' attitudes toward ER as it is getting more popular?
3. What are the differences in expected problems between high school nonpractitioners and university nonpractitioners?

## Method

### Data Collection

Surveys were administered at the Japan Extensive Reading Association (JERA) annual meeting in Tokyo in August, 2010, at the JACET Kansai conference in November, 2010, seminars at Toyota National College of Technology (NCT) in December, 2010, a JERA seminar in Osaka, and an Extensive Reading in Japan (ERJ: JALT ER SIG) seminar in Okayama in February, 2011. A total of 142 attendees answered the questionnaire; however, eleven of the returned questionnaires were invalid due to incomplete responses, and were eliminated, leaving replies from 131 respondents. Among the 131 respondents, 26 teachers were from junior and senior high schools and 12 were from NCT. As NCTs have three years of high school education and two years of college education, respondents from NCTs were included in the high school group in this study. Among the 38 participants,

17 had already implemented ER in their classes, whereas 21 respondents had not (See Table 1).

**Table 1. Participants (Respondents to Questionnaires in 2010-2011)**

|                  | Elementary | J/SHS/<br>NCT | Univ./<br>College | Others | Total |
|------------------|------------|---------------|-------------------|--------|-------|
| Practitioners    | 6          | 17            | 32                | 2      | 57    |
| Nonpractitioners | 2          | 21            | 32                | 19     | 74    |
| Total            | 8          | 38            | 64                | 21     | 131   |

\*Note. Elementary includes elementary schools and private institutions.

J/SHS = Junior & Senior High School

### Procedure

First, the responses of 17 practitioners and 21 nonpractitioners at high school were compared. Second, the responses of 23 practitioners and 24 nonpractitioners from the questionnaire survey in 2006 (Takase, 2007) were compared with the responses of the 17 practitioners and 21 nonpractitioners in the current study, respectively. Finally, the responses concerning expected problems, between 32 university nonpractitioners and 21 high school nonpractitioners, were compared.

## Results and Discussion

### Differences Between ER Practitioners and

### Nonpractitioners

#### Positive Effects of ER Programs

The first research question is, "What are the differences in motivation and attitudes toward ER between high school ER practitioners and nonpractitioners?" The questionnaire items used for practitioners and nonpractitioners were somewhat different. For example, for the practitioners the question read, "What were the positive effects of the ER program?", whereas for the nonpractitioners the question was, "What positive effect do you expect in an ER program?" Table 2 shows the results of the comparison between the positive effects that the practitioners (P) actually found in practice and what the nonpractitioners (NP) expected.

**Table 2. Positive Effects of ER Programs in 2010-11 (P vs. NP)**

| Items   | P (%) | NP (%) |
|---|-------|--------|
| 1. Students enjoyed (will enjoy) reading.   | 82.4  | 42.9   |
| 2. Teachers have read (will read) a lot of books.   | 52.9  | 14.3   |
| 3. Students became (will become) confident in English.                                      | 47.1  | 61.9   |
| 4. Students' English proficiency has improved (will improve).                               | 35.3  | 81.0   |
| 5. More library books have been (will be) checked out.                                      | 29.4  | 9.5    |
| 6. Teachers' English proficiency has improved (will improve).                               | 29.4  | 4.8    |
| 7. Positive effects on other skills such as writing, listening, and speaking were observed. | 11.8  | 28.6   |

As Table 2 illustrates, there is a big difference in the response for each item between the two groups. One of the biggest differences can be found in Item 1. As many as 82.4% of the practi-

tioners responded that their students enjoyed reading, whereas less than half of the nonpractitioners (42.9%) expected their students would enjoy reading. Their expectation for students' enjoyment was much lower than what the majority of the practitioners experienced in the programs. On the other hand, as many as 81.0% of the nonpractitioners expected some improvement in students' proficiency (Item 4), whereas a little more than one-third of the practitioners (35.3%) admitted that the students' proficiency had actually improved. Compared to the results of the practitioners' responses, the nonpractitioners' expectations were also higher for students' gain in confidence (Item 3) and their improvement in other skills such as writing, listening and speaking (Item 7). Overall, nonpractitioners were expecting the effects of ER on learners' academic improvement.

There is also significant difference in the teachers' opinion about their performance as well. More than half of the practitioners (52.9%) regarded it as a positive effect that they had read a lot of books themselves (Item 2). In addition, almost one-third of them (29.4%) felt that their English proficiency had improved (Item 6). Only 14.3% of the nonpractitioners, however, expected they would read a lot of books, and very few of them (4.8%) expected their proficiency would improve. Their expectation for the increase in the number of library books checked out (Item 6) was also very low (9.5%).

Compared to the number of ER practitioners, an equal or greater number of nonpractitioners attended the above-mentioned ER conference with some kind of expectation and responded to the questionnaire. This fact illustrates that the effectiveness of ER has been recognized among high school teachers who have been seeking effective strategies to improve students' English proficiency. They have heard or actually observed students reading books (Takase, 2006), and realized its effectiveness on learners' reading proficiency.

On the other hand, Japanese teachers, in general, do not let

their colleagues know about their own improvement in English proficiency. Therefore, it can be assumed that not many nonpractitioners have found out that ER is effective for the improvement of teachers' own English proficiency.

### Problems in ER Programs

The next question addressed to the practitioners was "What are the problems you are facing in the ER program?" and for the nonpractitioners, the question was "What problems do you expect in the implementation of an ER program?" Table 3 shows the comparison of their responses.

Table 3. Problems in ER Programs (P vs. NP)

| Item  | P (%) | NP (%) |
|---|-------|--------|
| 1. Not sure of how to evaluate students     | 35.3  | 52.4   |
| 2. Time-consuming work                      | 35.3  | 42.9   |
| 3. Some reluctant students                  | 35.3  | 33.3   |
| 4. No support from colleagues               | 35.3  | 28.6   |
| 5. Little budget for ER materials           | 29.4  | 61.9   |
| 6. No time for teachers to read books       | 29.4  | 19.0   |
| 7. Not sure of how to practice ER in class  | 17.6  | 38.1   |
| 8. Limited class time in the curriculum     | 11.8  | 38.1   |
| 9. Little progress in students' proficiency | 11.8  | 0.0    |

More responses to this question were collected from the nonpractitioners, which may imply that their concerns are bigger than what the practitioners actually found as problems in the programs. The nonpractitioners endorsed items 1, 2, 5, 7 and 8 more highly than their practitioner counterparts. On the other hand, Items 3 (*Some reluctant students*) and 4 (*No support from colleagues*), where not much difference was found between the

two groups, and Items 6 (*No time for teachers to read books*) and 9 (*Little progress in students' English proficiency*) were endorsed more highly by the practitioners than the nonpractitioners.

The nonpractitioners were concerned with the budget: as many as 61.9 % of them were worried if they could receive enough financial support for the program, while a comparatively smaller percentage of the practitioners (29.4%) regarded it as a problem (Item 5). How to conduct an ER program is naturally another big problem for the nonpractitioners: more than half of them (52.4%) were not sure of how to evaluate students' progress in the program (Item 1) and more than one-third (38.1%) were not sure of how to actually implement ER in class (Item 7). These, however, do not seem to be big problems for the practitioners. The nonpractitioners' worry about the time-consuming work in ER programs was their third major concern (42.9%), while approximately one third of the practitioners (35.3%) consider it a problem. A bigger difference between the two groups can be seen in their anxiety for how to fit ER into the present curriculum (Item 8). Whereas only a little more than 10.0% of the practitioners (11.8%) found it a problem, 38.1% of the nonpractitioners were worried about it. This shows that fixed curriculum offered at high schools can be an obstacle to the implementation of ER programs.

What is also noteworthy is the results for Items 6 and 9. Approximately 30.0% of the practitioners found it a problem that they did not have enough time to read books. They thought it necessary for teachers as well to secure time for reading, but not as many nonpractitioners felt the same way. In addition, 11.8% of the practitioners (11.8%) regarded little progress in the students' proficiency as a problem. It suggests that, no matter how effective ER can be, it is not a strategy that can automatically work for every learner. Surprisingly, however, none of the nonpractitioners thought so and all of them expected to see some improvement in the students' proficiency by ER.

## Comparison of the Survey Results Between the Current Study and Those in 2007

In order to answer the second research question "Is there any change in teachers' attitudes toward ER as it is getting more popular?" the responses to the questionnaire from the current study and those from 2007 were compared in terms of the positive effects and problems of ER programs raised by the practitioners and the expected problems in ER programs given by the nonpractitioners.

### Positive Effects of ER Programs

Table 4 illustrates the results of the comparison between the positive effects that the practitioners (P) in 2007 and 2010-11 actually found in practice. The question addressed was "What were the positive effects of the ER program?"

As seen in Table 4, Item 1 (*Students enjoyed reading*) received high affirmative responses by both groups with 87.0% and 82.4%, respectively. For Item 2 (*Teachers have read a lot of books*), only 21.7% of the respondents answered affirmatively in 2007, whereas the percentage increased by more than double in 2010-11 (52.9%), showing the increase in teachers' involvement in reading. Item 3 (*Students became confident in English*) also shows the improvement from 30.4% in 2007 to 47.1% in 2010-11. It should be noted that Item 4 (*Students' English proficiency has improved*) received only a little more than one-third of the responses (39.1%, 35.3%) from both groups, showing a slight decrease in 2010-11.

Table 4. Positive Effects of ER Programs  
(Practitioners: 2007 vs. 2010-11)

| Items   | 2007P | 2010-11P |
|---|-------|----------|
| 1. Students enjoyed reading.  | 87.0  | 82.4     |
| 2. Teachers have read a lot of books.   | 21.7  | 52.9     |
| 3. Students became confident in English.  | 30.4  | 47.1     |
| 4. Students' English proficiency has improved.  | 39.1  | 35.3     |
| 5. More library books have been checked out.  | 21.7  | 29.4     |
| 6. Teachers' English proficiency has improved.  | --    | 29.4     |
| 7. Positive effects on other skills such as writing, listening, and speaking were observed. | --    | 11.8     |

These results indicate that students find ER interesting as soon as they start reading extensively and keep reading because it is enjoyable. Although the results concerning students' confidence in English showed some improvement in 2010-11, the results for the English proficiency item stayed at similar levels. On the other hand, teachers' involvement in reading greatly increased in 2010-11, indicating that they became aware of the importance of reading and/or they themselves found ER interesting. In addition, the increase in the number of easy-to-read short story books may also have encouraged them to read more.

### Problems in ER Programs

The next question asked to the practitioners was, "What are the problems you are facing with in the ER program?" Table 5 shows the comparison of their responses.

Table 5. Problems in ER Programs  
(Practitioners: 2007 & 2010-11)

| Item  | 2007 P (%) | 2010-11 P (%) |
|---|------------|---------------|
| 1. Little budget for ER materials               | 60.9       | 29.4          |
| 2. Time-consuming work                          | 52.2       | 35.3          |
| 3. Some reluctant students                      | 39.1       | 35.3          |
| 4. Difficulty of the different role of teachers | 17.4       | 17.6          |
| 5. No support from colleagues                   | 4.3        | 35.3          |
| 6. Little progress in students' proficiency     | --         | 11.8          |

As shown in Table 5, the biggest difference between the responses in 2007 and 2010-11 is seen in Item 1 (*Little budget for ER materials*). Although this was the biggest problem faced by teachers in 2007 (60.9%), only 29.4% of the teachers responded that it is a problem in 2010-11. The second biggest difference is shown in Item 2 (*Time-consuming work*), illustrating a decrease in the responses from 2007 (52.2%) to 2010-11 (35.3%). These results indicate that more support, financial support in particular, has been offered by administrations, as ER has become more popular and its effectiveness has been recognized.

It is interesting to note that Item 5 (*No support from colleagues*) was endorsed much more highly in the current study compared to that of 2007. Some respondents commented that the more successful their ER program became, the stronger opposition they sometimes received from their colleagues. It is a common practice in high school that students are engaged in intensive reading, practicing decoding difficult texts using a dictionary and word-by-word translation method called *yakudoku* (Hino, 1988), in preparation for the college or university. Teachers, as well as students, prefer using difficult texts, feeling secure that they have employed the right methods for the entrance exami-

nation practice (Takase, 2004), with the idea of “No pain, no gain” (Apple, 2007).

### Problems Expected in ER Programs

Table 6 illustrates the comparison of the nonpractitioners' responses about expected problems in 2007 and 2010-11.

**Table 6. Expected Problems in ER Programs  
(Nonpractitioners, 2007 vs. 2010-11)**

| Item   | 2007P (%) | 2010-11P (%) |
|--|-----------|--------------|
| 1. Little budget for ER materials                              | 83.3      | 61.9         |
| 2. Limited class time in the curriculum                        | 58.3      | 38.1         |
| 3. No support from colleagues                                  | 33.3      | 28.6         |
| 4. Difficulty of the different teachers' role in an ER program | 25.0      | 38.1         |
| 5. Time-consuming work   | 12.5      | 42.9         |
| 6. Some reluctant students                                     | ---       | 33.3         |
| 7. Little progress in students' English proficiency            | ---       | 0.0          |

In 2007, 83.3% of the respondents were worried about the budget for books (Item 1) and 58.3% of them were concerned about the limited class time (Item 2). However, the percentage for both items has greatly dropped to 61.9% and 38.1%, respectively, in 2010-11. It may have resulted from the increased number of administrators at high school, and private high schools in particular, who came to recognize the effectiveness of ER, as it has been gaining popularity across Japan. On the other hand, the percentage for Item 4 (*Difficulty of the different teachers' role in an ER program*) has increased from 25.0% to 38.1%, and those for Item 5 (*Time-consuming work*) has also increased from

12.5% to 42.9%. It may suggest that, although the organizational problems with budget and curriculum have been decreased, the nonpractitioners' concern for their individual work remains.

### Differences in Expectations from ER Program between High School Nonpractitioners and University Nonpractitioners

The final research question is “What are the differences in expected problems between nonpractitioners at high school and those at university?” By comparing the responses from 21 high school nonpractitioners and 32 university nonpractitioners, the differences in difficulties the two groups expected under respective circumstances became clear.

### Expected Problems in ER Programs

Table 7 shows the comparison of the results in response to the question, “What problems do you expect in the implementation of an ER program?”

The biggest concern for the teachers at high school was a shortage of budget (Item 1) and 61.9% of them were worried about it, while much fewer of the university teachers (38.9%) were concerned about it. For the university nonpractitioners, on the other hand, the difficulty of the different role of the teacher in an ER program (Item 3) was a big problem and almost two-thirds of them (66.7%) were concerned about it, whereas 38.1% of the nonpractitioners at high school were worried about it. The differences between the two groups are also significant in Item 4 (*limited class time in the curriculum*) and Item 6 (*no support from colleagues*): in the former, 38.1% of the high school teachers expected it to be a problem in contrast to only 11.1% of the university teachers; in the latter, 28.6% of the nonpractitioners at high school and 11.1% of those at university were concerned

about it. These results suggest that high school teachers have more physical constraints under the circumstances of limited budget and fixed curriculum in the team-teaching environment. This could make it more difficult for them to introduce ER in class, compared to university teachers who can use more of their discretion to choose methods and materials in their classes. Interestingly enough, however, none in either group regarded little progress in students' proficiency (Item 7) as a problem in the implementation of ER programs.

**Table 7. Expected Problems in ER Programs  
(Nonpractitioners: High School vs. University, 2010-11)**

| Item   | High School (%) | University (%) |
|--|-----------------|----------------|
| 1. Little budget for ER materials                              | 61.9            | 38.9           |
| 2. Time-consuming work   | 42.9            | 33.3           |
| 3. Difficulty of the different teachers' role in an ER program | 38.1            | 66.7           |
| 4. Limited class time in the curriculum                        | 38.1            | 11.1           |
| 5. Some reluctant students                                     | 33.3            | 27.8           |
| 6. No support from colleagues                                  | 28.6            | 11.1           |
| 7. Little progress in students' proficiency                    | 0.0             | 0.0            |

### Conclusion and Implications

The present study reveals that there is a big gap in motivation and attitudes toward ER between the high school practitioners and nonpractitioners. According to the results of the survey, what the practitioners actually found in the ER programs as positive effects and problems are different from the nonpractitioners' inflated expectations and concerns. While the practitioners' biggest motivation to implement ER is that students

enjoy reading, the nonpractitioners' biggest expectation from ER programs is to improve students' proficiency in English. As for problems, the practitioners actually experienced fewer difficulties in practice than the nonpractitioners expected.

By comparing the results of the surveys conducted in 2007 and in 2010-11, it has also become clear that fewer practitioners found it difficult to acquire funding and prepare for ER programs over the past five years. It may be due to the fact that there have been more generous administrators and useful information and guidebooks to take care of reading materials as ER has become more widely recognized as an effective strategy. On the other hand, the nonpractitioners' concerns about the teacher's different role in ER programs and time-consuming work have increased.

Finally, the results of the survey in 2010-11 also suggest that, compared to college/university teachers, the nonpractitioners at high school felt more constraints in terms of budget, curriculum and team teaching, which possibly makes it more difficult for them to implement ER in their classes.

Taking these results of the surveys into consideration, it can be concluded that teacher training is essential for a successful ER program. It can provide potential practitioners and nonpractitioners with useful information and advice from practitioners on reading materials, book guides, the ways of ER practice and evaluation, as well as how to manage books. That kind of information can consequently bridge the gap between what practitioners have actually experienced and what nonpractitioners expect, and help decrease nonpractitioners' concerns about implementation of ER programs. It can also help new practitioners avoid possible disappointment and frustration, which might be caused by inflated expectations of learners' academic improvement.



## Bio Data

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## Appendix A

### Original Questions in Japanese

\* 多読を授業に導入されていない方にお聞きします。

1) 導入した場合、どのような利点があると思いますか。(複数回答可)

- ①生徒が喜んで本を読む
- ②生徒の英語力が伸びる
- ③生徒と指導者の会話が増える
- ④生徒が英語に自信を持つようになる(英語嫌いが減る)
- ⑤図書館の貸出数が伸びる
- ⑥指導者が沢山英語の本を読むようになる
- ⑦生徒が日本語の本も読むようになる
- ⑧指導者本人の英語力が伸びる
- ⑨指導者が英語を読むのになれて、他の授業がやりやすくなる
- ⑩ライティング・リスニング・スピーキングへの効果がある
- ⑪指導者が異なるレベルの学生に対応できるようになる
- ⑫生徒同士のコミュニケーションが増える
- ⑬授業が楽しくなる

2) 導入した場合、どのような難点があると思いますか。(複数回答可)。

- ①授業時間がけずられる
- ②多読用図書を購入する費用・本が不足する
- ③同僚の賛同・協力が得られない
- ④指導の仕方がよくわからない
- ⑤生徒の英語力が足りない
- ⑥手間や時間がかかる(本の管理を含む)
- ⑦指導者が本を読む時間がない
- ⑧継続する生徒が少ない
- ⑨本を読まない生徒がいる
- ⑩生徒の英語力(成績)があがらない
- ⑪評価の仕方がわからない

\* 多読を授業に導入されている方にお聞きします。

1) 多読指導をして良かったと思われることはどんなことですか。(複数回答可)

- ①生徒が喜んで本を読んだ
- ②生徒の英語力が伸びた
- ③生徒と指導者の会話が増えた
- ④生徒が英語に自信を持つようになった(英語嫌いが減った)
- ⑤図書館の貸出数が伸びた
- ⑥指導者が沢山英語の本を読むようになった
- ⑦生徒が日本語の本も読むようになった
- ⑧指導者本人の英語力が伸びた
- ⑨指導者が英語を読むのになれて、他の授業がやりやすくなった
- ⑩ライティング・リスニング・スピーキングへの効果があった
- ⑪異なるレベルに対応できるようになった
- ⑫生徒同士のコミュニケーションが増えた
- ⑬授業が楽しくなった

2) 現在多読指導をしていて困ったことはありますか。(複数回答可)。

- ①授業時間がけずられる
- ②多読用図書を購入する費用・本が足りない
- ③同僚の賛同・協力が得られない
- ④指導の仕方がよくわからない
- ⑤生徒の英語力不足
- ⑥手間や時間がかかる(本の管理を含む)
- ⑦指導者が本を読む時間がない
- ⑧継続する生徒が少ない
- ⑨本を読まない生徒がいる
- ⑩生徒の英語力(成績)があがらない
- ⑪評価の仕方がわからない
- ⑫多読の効果がまだわからない

## Appendix B

### *(Questionnaire Translated into English)*

\* Questions to those who have not yet introduced ER in class

- 1) What positive effects do you expect in the implementation of an ER program?
  1. Students will enjoy reading.
  2. Students' English proficiency will improve.
  3. Communication between students and the teachers will increase.
  4. Students will become confident in English.
  5. More library books will be checked out.
  6. Teachers will read a lot of books.
  7. Students will read more books in Japanese.
  8. Teachers' English proficiency will improve.
  9. Teachers will get used to reading, which will facilitate other English lessons.
  10. Positive effects on other skills such as writing, listening, and speaking are expected.
  11. It will become easier for teachers to deal with students with various levels.
  12. Communication among students will increase.
  13. Lessons will become more enjoyable.
- 2) What problems do you expect in the implementation of an ER program?
  1. Limited class time in the curriculum
  2. Little budget for ER materials
  3. No support from colleagues

4. Not sure of how to practice ER in class
5. Students' low proficiency level for ER
6. Time-consuming work
7. No time for teachers to read books
8. Few students to continue ER
9. Some reluctant students
10. Little progress in students' proficiency
11. Not sure of how to evaluate students

\* Questions to those who have already introduced ER in class

- 1) What were the positive effects of an ER program?
  1. Students enjoyed reading.
  2. Students' English proficiency has improved.
  3. Communication between students and the teachers increased.
  4. Students became confident in English.
  5. More library books have been checked out.
  6. Teachers have read a lot of books.
  7. Students read more books in Japanese.
  8. Teachers' English proficiency has improved.
  9. Teachers got used to reading, which facilitated other English lessons.
  10. Positive effects on other skills such as writing, listening, and speaking are expected.
  11. It became easier for teachers to deal with students with various levels.
  12. Communication among students increased.
  13. Lessons became more enjoyable.

- 2) What are the problems you are facing with in the ER program?
  1. Limited class time in the curriculum
  2. Little budget for ER materials
  3. No support from colleagues
  4. Not sure of how to practice ER in class
  5. Students' low proficiency level for ER
  6. Time-consuming work
  7. No time for teachers to read books
  8. Few students to continue ER
  9. Some reluctant students
  10. Little progress in students' proficiency
  11. Not sure of how to evaluate students
  12. Not sure of effectiveness of ER