



# ER Program for the Development of Reading Fluency of Japanese EFL Learners

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This research investigates how Japanese EFL learners improve their reading fluency in an extensive reading and listening program designed by the authors based on research findings emphasizing the importance of bottom-up processing. It comprises 12 sessions over four months: lectures and tasks to develop students' lower-level language processing, including phoneme and word recognition practices and syntactic analysis. Participants were also required to read at least 10,000 words per week for self-study at home. The final number of participants was 3. They were students who expressed interest in enrolling in the program. They took the pre-post TOEIC test and answered the pre-post questionnaires on their beliefs and attitudes toward reading in English. In this study, we discuss the results of these tasks, including the scores from pre/post-tests and the responses to the pre/post-questionnaires to determine how well the tasks worked and how the students' reading fluency improved. As a result, post-test scores were slightly improved, especially in the reading comprehension part, and the participants reported an increase in vocabulary and a better understanding of the reading process. These results imply improvements in their reading fluency.

**Keywords:** Extensive Reading (ER) program, lower-level processing, reading fluency, use of output tasks in an ER program

Extensive Reading (ER), known as *tadoku* in Japanese, has been a prevalent practice in many Japanese universities, allowing students to immerse themselves in English texts. However, the effectiveness of this approach varies, depending on its implementation. Generally, students can pursue their reading at their discretion outside the regular classroom. In most cases, teachers advise on what books to read but not how to read them. An increasing number of schools including universities have been adopting the instruction of ER (Takase, 2010), and in 2017, the university where the authors teach also introduced it into the English courses for first-year students. Students were required to read 30,000 words per semester for a total of 60,000 words per year as part of their assignments. A study that aims to evaluate the impact of this practice (Tsurii et al., 2022) revealed that while negative comments regarding *tadoku* diminished, students' improvement

in English language proficiency remained largely unaffected.

One of the main reasons for this lack of improvement is speculated that reading 30,000 words in one semester is not enough to show any improvement, particularly for lower-level students. Although students grasped the general storyline with the help of pictures and were satisfied with their completion, they could have been more genuinely engaged with the texts. Contrary to students' satisfaction, their actual understanding of the content was inadequate. This problem is described as "slipped reading," a term coined by Furukawa et al. (2013). However, it is vital to note that just relying on visual cues to understand a story may hinder the development of reading comprehension, missing the opportunity to enhance fluency in reading.

Furthermore, some studies (e.g., Lee et al., 2015; Eryu, 2018) have indicated that

extensive reading could negatively impact students with low English proficiency. In other words, some students have difficulty decoding unknown words, leading to poor comprehension no matter how much they read. It became evident that a more proactive approach to reading instruction is necessary in the classroom.

To address this issue, we designed an extensive reading program that would allow Japanese students to experience the benefits of extensive reading and actively enhance their English proficiency. The program developed in this study explicitly focused on fluency, that is, the importance of bottom-up processing such as letter-sound correspondence and syntactic processing. While the importance of substantial input has been mainly focused on in previous studies, we featured the necessity of output and explored the effectiveness of output tasks. We believe that the instruction of these processing skills can help students acquire robust reading skills and enjoy reading in English. To explain the concept of our ER program, we will show the background literature on reading fluency and its components.

## Literature Review

### *Defining Reading Fluency*

In this study, reading fluency was central to the goals. The National Institute of Child Health and Human Development provides a comprehensive definition, stating that reading fluency is “the ability to skim text accurately and with proper expression” (NICHD, 2000, p. 3). Hudson et al. (2005) further expanded fluency measures to include decoding fluency, processing speed, vocabulary, letter sound fluency, and sight word fluency.

Several key components of reading fluency are summarized as follows:

**Accuracy:** This involves recognizing words quickly and accurately to ensure students can navigate texts proficiently.

**Speed:** Fluency extends to reading at an appropriate pace—not overly fast but maintaining a steady rhythm that facilitates comprehension.

**Prosody:** Beyond word recognition and speed, prosody entails rhythm, tone, and intonation while reading, contributing to expressive reading and emotional engagement with the text.

Beyond speed, fluency encompasses accurate word recognition, as depicted in Figure 1, and incorporating prosodic reading patterns, which are crucial for enhancing comprehension (Rasinski & Padak, 2013).

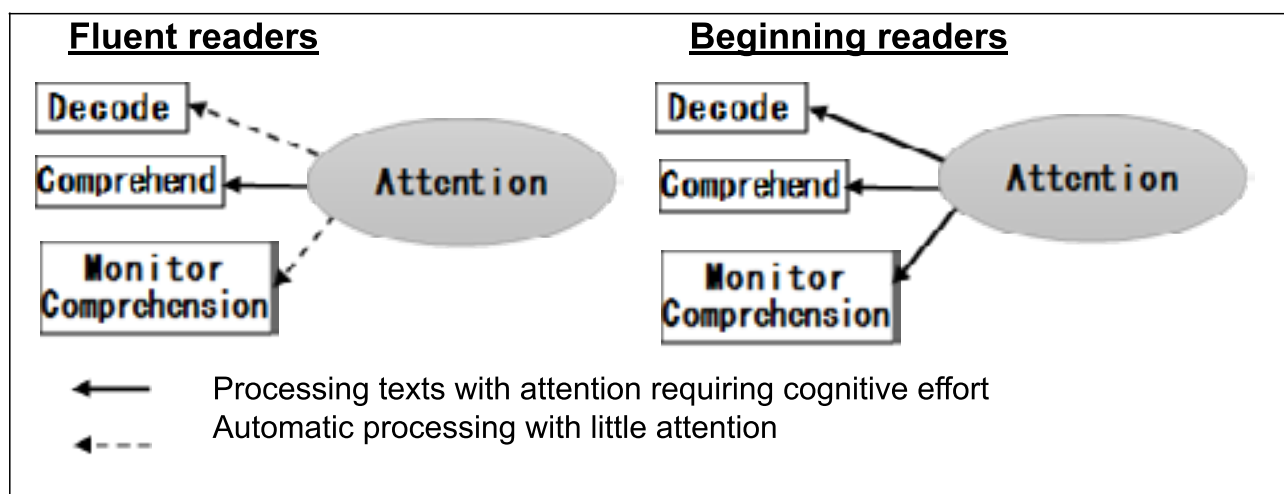
Samuels (2006) mentioned the necessity of bottom-up automatization to become a fluent reader. In his study of the reading process, he showed differences in attention between fluent and beginning readers (Figure 1). Fluent readers can automatically decode and use their cognitive resources to comprehend what they read. However, beginners who require cognitive resources for the initial decoding process take longer to comprehend with cognitive overload, resulting in a lack of comprehension. Although this research was conducted in the context of first-language acquisition, this can be applied to second-language learning. To become a fluent reader, Kadota (2015) also emphasized the importance of bottom-up processing to improve fluency and overall input processing. Automaticity of bottom-up processing enables rapid semantic understanding and fluency.

### *The Role of Output*

In our extensive reading program, we focused on the importance of output. Shirai (2008), who agrees with the input hypothesis (Krashen, 1982) and emphasizes the significance of input, suggested the necessity of output. He indicated that generally, at least 5% of output in language learning can enhance the quality of input processing, fostering a balanced language acquisition process. Hudson et al. (2005) suggested

Figure 1.

Comprehension of fluent readers and beginning readers



Note: Adapted from “Towards a model of reading fluency” by Samuels (2006).

that the components of reading fluency contribute to expressive reading, and listening to students reading texts aloud can be a valuable measure of their fluency. We considered output tasks, such as storytelling and retelling, to improve intake quality.

Based on the above mentioned research, our extensive reading program aims to integrate these components to develop a holistic approach to reading fluency, highlighting bottom-up processing and the importance of output for more effective intake.

## Research Questions

To improve the intake quality, we decided to consider bottom-up and output tasks in the extensive reading program and investigate the effectiveness of these tasks. The research questions are as follows:

1. How will the bottom-up processing task improve students’ reading fluency?
2. How will the output task improve students’ reading fluency?

Since it is difficult to appeal to students only by practicing extensive reading, the course was set up with the primary objective of developing students’ ability to not only understand the content of books through extensive reading but also to develop their output skills to obtain high scores on proficiency tests such as TOEIC and TOEFL.

## Method

This research is a preliminary study to explore how extensive reading can help learners build up fluency in foreign language learning by developing an extensive reading program that can be customized according to each student’s needs in different contexts. In the first step to setting up the program, we investigated how different tasks affect learners’ proficiency.

## Procedure

In the first semester of 2022, the authors discussed the primary purpose and focus of the program (the contents and tasks are shown below). The participants were recruited by distributing flyers in our regular English classes. We also asked other teachers to distribute flyers throughout their classes. Flyers were displayed in places prospective

students might visit, such as the Language Center, International Center, and Qualification Support Office. The flyer showed the program information (i.e., the aim, lesson plan for each session, and schedule) and our contact details with email addresses.

The program was conducted from October 2022 to January 2023 in 12 sessions. Each session was conducted once a week for 90 minutes in the lecture room of the university library. During the program, some students were also enrolled in other English courses. As it is difficult to control the English exposure and learning experiences of university students on and off campus, and the main purpose of this research was to qualitatively explore the implications for the program development based on students' opinions, we decided not to select the students to be involved in the study.

### Participants

Before the start of the program, five students showed interest in participating and attended sessions throughout the program with occasional absences due to the program's voluntary nature. Two were female, and three were male. Two were first-year students, two were second-year, and one was third-year from the Departments of Sociology and International Studies and Liberal Arts.

For the current study, we focused on the data of three students who participated in the last session, took the TOEIC post-test, and responded to the post-questionnaire in which their opinions on the sessions were asked. As mentioned above, due to the voluntary nature of this program, two students gave up attending the program. Therefore, three who attended the whole program dedicated themselves to the tasks required. Table 1 provides participants' information related to their English language proficiency, academic year, ER experience, and overseas experience.

Participant A was a second-year student with an English language proficiency of TOEIC 645 and an IELTS score of 5.0. Upon entering university, this student had extensive reading experience over one year. This student had no overseas experience.

Participant B is a third-year student with a TOEIC score of 735. This student had no experience in extensive reading, studying, or staying overseas.

Participant C was a first-year student who had earned an EIKEN Grade Pre-2. This participant had been engaged in the ER task for six months since university enrollment. Concerning overseas experience, Participant C had a two-week stay in Spain.

Table 1.

Participant Information

	Academic year	Qualification	ER experience	Overseas experience
A	2 <sup>nd</sup> year	TOEIC 645 / IELTS 5.0	One year, beginning upon entering the university	no
B	3 <sup>rd</sup> year	TOEIC 735	no	no
C	1 <sup>st</sup> year	EIKEN Test Grade Pre-2	Six months, beginning upon entering the university	2-week stay in Spain

Note: Eiken Test is a test in practical English proficiency certified by the EIKEN foundation in Japan.

## Course Design

The program comprised three stages: an introduction, basic study, and additional task sessions. The participants were required to read more than 10,000 words weekly from the second to the 11th week, totaling 100,000 words in ten weeks. We introduced the participants to the Oxford Owl eBook Library and Oxford Reading Club to motivate them to continue reading. The students were required to complete the reading record after reading a book (the title, series, level, word count, and short comment). The authors kept track of their lists and monitored their reading progress (Appendix 1).

After providing an overview of the program in the first class, we conducted a pre-TOEIC test (approximately 60 minutes for listening and reading) to measure students' English ability and a pre-survey (10 minutes) to recognize their perceptions towards learning English and reading in English.

In the second class, as an introductory session, we conducted a 45-minute lecture on extensive reading and language acquisition, particularly on the perception of letters, words, speech, word meaning, chunking, and syntactic analysis. Timed reading practice was also conducted. This practice was used as a routine in the class ten times throughout the program for reading speed improvement, comprehension enhancement, and vocabulary expansion. In this practice, participants silently read short passages of 200 words and logged the time and speed (Appendix 2). They then answered the comprehension questions and read them aloud while recording their voices.

In the study sessions from the third to the sixth class, lectures on foundational knowledge were given: reading proficiency including character recognition, word recognition, parsing, and skimming, and listening proficiency including phoneme recognition, liaison, stress, intonation, and rhythm. The purpose of the lectures

was to teach what proficiency is and how it can be improved. Additional tasks from the seventh to the eleventh sessions aimed to strengthen participants' speaking skills, such as retelling, paraphrasing, and summarizing, to foster their productive abilities. Each student selected one of the books provided. They read and practiced show-and-tell activities. They repeated this practice in pairs and in front of the class. Details of the content and activities of each session are presented in Table 2.

## Data Collection

Data sources for the current study included TOEIC scores assessed at the beginning and end of the program, the number of words the participants read during the program, reading speed (Words Per Minute [WPM]), recordings in Timed Reading tasks, and questionnaires.

To assess the improvement in the English proficiency of the participants during the program, we conducted TOEIC tests twice in the first and final sessions. We selected the TOEIC test since the TOEIC test is well recognized among university students in Japan, hoping the use of the TOEIC test will lead to students' intrinsic motivation to participate in the sessions of this program and foster their willingness to study English. In addition, the finely graded scoring system (ranging from 5 to 990 points) seemed to allow for the periodic monitoring of changes during the three months of this program, despite some measurement errors in the test.

Due to the limited time available for each session, we decided to administer a reduced set of TOEIC test items, with 50 questions from the listening section and 50 questions from the reading section, totaling 100 questions, for each test as a pre-test or post-test rather than conducting the entire TOEIC test consisting of 200 questions (100 questions for the listening section and 100 for the reading section). The mock test was taken from an English textbook, *Building TOEIC® Skills* (Janzen, 2017).

Table 2.

Class Schedule

	Date	Stage	Contents & Activities
1	10/13	Guidance	Introduction Pre-test: TOEIC practice test (100 questions: 60 min.) Pre-questionnaire
2	10/20	Introductory Study	Lecture on extensive reading and language acquisition Timed reading (TR1): Reading aloud & recording
3	10/27	Basic Study (Bottom-up)	Reading 1 (R1): Character recognition Listening 1 (L1): Phoneme recognition (consonants & vowels) TR2: Reading aloud & recording Extensive reading instruction
4	11/3		R2: Word recognition, vocabulary scanning, content and function words L2: Liaison: Phonetics (focused on strong clusters, with omission) TR3: Reading aloud & recording Extensive reading instruction
5	11/10		R3: Phrase processing, phrase reading, content and function words L3: Stress, rhythm, cohesion, prosody TR4: Reading aloud & recording Extensive reading instruction
6	11/24		R4: Sentence processing (Skimming) L4: Intonation & Prosody TR5: Reading aloud & recording Extensive reading instruction
7	12/1	Additional Tasks	Read aloud session (Read aloud a graded reader: Foundations Reading Library) TR6: Reading aloud & recording Extensive reading instruction
8	12/8		Retelling of a graded reader R&L5 Paraphrasing & retelling TR7: Reading aloud & recording Extensive reading instruction
9	12/15		Summarizing R&L6: TOEIC listening practice (shadowing) TR8: Reading aloud & recording Extensive reading instruction
10	12/22		Retelling in pairs TR9: Reading aloud & recording Extensive reading instruction
11	1/12		Retelling in front of the class TR10: Reading aloud & recording
12	1/19	Conclusion	Post-test: TOEIC practice (100 questions: 60 min.) Post-questionnaire

During the Timed Reading activities, participants were asked to record their reading speed in WPM. Participants were given a short passage of 200 words in each session and asked to read silently, and their reading time was measured. The short passage was taken from the English textbook *Basic Reading Power I, 2nd edition* (Jeffries & Mikulecky, 2004). After reading silently, answering comprehension questions about the passage, and recording their reading time, the students recorded their reading aloud.

A questionnaire survey was conducted to collect data on learners' beliefs about, attitudes towards, and strategies for learning English and their reaction to the tasks given in the program twice as a pre-and post-questionnaire. The pre-questionnaire was administered in the first session (October 13, 2022), and the post-questionnaire was completed in the final session (12<sup>th</sup> session on January 19, 2023). We used the same items in the pre-and post-questionnaires to compare the changes in the participants' perceptions of learning English. In addition to the items to explore the participants' general perceptions, 12 questions were added to inquire about their reactions and opinions on the program in the post-questionnaire. All the items used in the questionnaire survey are provided in Appendix 3.

The questions in the questionnaire were in Japanese because using their first language can elicit nuanced opinions and views. The participants were asked to respond to questions on Google Forms.

Each questionnaire comprised three sections: (1) basic information, (2) statements asking about beliefs about/attitudes toward/strategies for learning English and reading English on a five-point scale (Agree-Disagree), and (3) items asking about the current program. As previously mentioned, 12 items were added to the three sections of the post-questionnaire.

## Results

### *Improvement in English Proficiency*

This section describes the results of three participants who participated in the first and final sessions and took the pre-and post-TOEIC tests. Table 3 provides a detailed breakdown of the results achieved by each participant, including the number of words they read during the program, their TOEIC scores (with a total score of 100 points), and their timed reading scores measured in WPM. The scores on the TOEIC tests for each participant in Table 3 show that all of them gained higher scores in the post-test, both in the listening and reading sections.

Participant A, a 2nd-year student, read 91,278 words during the program. The student's initial TOEIC score was 59, with listening and reading scores of 29 and 30, respectively. After the program completion, Participant A's TOEIC scores improved, with a total score of 67 points.

Participant B, a 3rd-year student, read 60,000 words during the program. The initial TOEIC score was 64, with 35 in the listening section and 29 in the reading section. After participating in the program, the post-TOEIC scores were 37 for listening and 38 for reading, resulting in 75 points.

Participant C, a 1st-year student, read 84,660 words. The pre-TOEIC score was 32, with a listening score of 13 and a reading score of 19. After the program, Participant C's TOEIC scores were 28 and 28 for the listening and reading sections, respectively, with a total score of 56 after program completion.

### *Participants Perceptions of Their Improvement in English Proficiency*

To explore the participants' perceptions of their improvement in English proficiency, we will show their responses to questions 4, 5, and 6 in the post-questionnaire:

4. Which skills do you think you have improved the most?



5. Which activities in the program do you think were the most effective? and

6. What did you enjoy most about Extensive Reading?

The responses indicated a diverse range of perceived improvements regarding the skills participants believed had improved the most during the extensive reading program. Participant A stated a substantial improvement in their vocabulary:

*Vocabulary. I found that expressions used in graded readers appeared in the reading section of the IELTS test. (Author's translation)*

Participant B expressed significant growth in their reading ability, emphasizing their newfound capacity to analyze sentences and comprehend English texts more effectively, as seen in the comment,

*Reading ability. I used to think that I understood English texts even though I didn't understand them well, but now I feel that I got the ability to analyze sentences and understand them. (Author's translation)*

Participant C highlighted two specific improvements: reading speed and reading

comprehension, which were the program's main aims.

For the question to identify the activities within the program that they considered most effective in facilitating their language acquisition, Participant A noted the effectiveness of retelling as an activity that enabled them to formulate and express their opinions effectively.

Participant B also acknowledged the value of retelling, saying,

*Introducing books. I felt that I could improve not only my speaking skills but also my grammar knowledge because I had to use the grammar and vocabulary I knew as much as possible when I was trying to convey the book's contents in English." (Author's translation)*

Participant C regarded the entire program as the most effective. This student acknowledged the transformation in their reading habits, and this change in commitment yielded gradual and ongoing improvements in language proficiency.

*This program. It was the most effective of all the programs I had so far. Before participating in this program, I did not actively do extensive reading. However, I learned new*

**Table 3**

*Results for Each Participant*

		Number of words read in the program	TOEIC Scores (Total: 100 points)				Timed Reading Scores (WPM)
				Listening	Reading	Total	
A	2nd year	91,278	Pre	29	30	59	120 -> 200
			Post	30	37	67	
B	3rd year	60,000	Pre	35	29	64	(no record)
			Post	37	38	75	
C	1st year	84,660	Pre	13	19	32	(no record)
			Post	28	28	56	

*Note:* Only Participant A submitted the progress report on the Timed Reading tasks. The other two did the tasks but failed to record their reading speed.



*things, became aware of the importance of reading extensively in this program, and started reading books. I have continued extensive reading, and after six months have passed, I think my results have been gradually improving. (Author's translation)*

Regarding the question of what participants enjoyed with extensive reading, Participant A responded that they enjoyed reading stories in Timed Reading activities. Participant B enjoyed reading Graded Readers (books designed specifically for English learners). They are written in simplified English with controlled vocabulary and sentence structure and are organized into different levels or stages). Participant C found pleasure in shadowing and explaining the books they read in their own words in English. This suggests that engaging with the text through active practice, such as shadowing, can enhance the enjoyment of extensive reading.

In summary, the participants in this program reported noticeable improvements in various language skills, particularly vocabulary, reading ability, reading speed, and comprehension. They identified the retelling activity as particularly effective for their language acquisition processes.

## Discussion

Concerning Research Question 1, asking about the effect of the bottom-up processing tasks, although significant differences in WPM were not observed in Timed Reading exercises, students reported noticeable improvements in areas such as intonation, pausing, and a more precise understanding of sentence structures through reading-aloud tasks performed in every session. It also could lead to enhanced expressive reading and improved fluency based on the recorded reading collected as data in this project. "Reading speed" itself did not improve; however, as Hudson et al. (2005) pointed out, expressive reading contributes to part of reading fluency so that we could capture a possible link between expressive reading and reading fluency. Moreover,

responses to the questionnaire, particularly about the query regarding the most improved aspect, revealed that the respondents perceived improved reading speed and comprehension. This might indicate that by consciously focusing on lower-level processing and processing a large number of texts in the program, the automatization of these skills progressed, enabling students to concentrate on text comprehension while extensive reading, possibly increasing fluency. In other words, their improvement in fluency can be explained by Kadota's claims, which stated that automatic bottom-up processing has an essential role in rapid and fluent semantic understanding (Kadota, 2014). However, this is an exploratory study with three participants. In the first phase, we must explore more complex cases with multiple students to suit each student's learning needs and difficulty.

Concerning Research Question 2, asking about the effects of the output tasks, the retelling activities undertaken as part of the output tasks worked well. As this task was an entirely new experience for the students, they initially struggled to find ways to start retelling the story they read and were uncertain about how to proceed. However, as they repeated the task over several sessions, they became fluent in speaking with an expanded vocabulary. In the post-questionnaire, students identified retelling and book introduction as the most effective activities. They explained that, when introducing a book's content, it was necessary to use the grammar and vocabulary they knew and learned from reading, thus allowing them to incorporate these language elements into their retelling deliberately. This suggests that the need for output activities contributes to an increase in the quality of language intake during reading.

In summary, the tasks conducted in the program enhanced the students' reading fluency and induced a shift in their awareness of language processing. In comparison to their previous extensive reading instruction, where they read in their way without

teacher intervention or tasks with a focus on bottom-up processing, it can be contended that students gained a new understanding of how to understand the language that they were previously unable to perceive through their participation in this program.

## Conclusion

The study's primary motivation was to design an extensive reading program that allows Japanese university students to experience the benefits of extensive reading and actively enhances their English language proficiency. The program developed in this study explicitly focused on fluency: the importance of bottom-up processing instruction with sufficient output practice.

The findings of this study indicated that participants who engaged in the structured ER program experienced significant benefits in language acquisition. They reported that they increased their reading proficiency by recognizing the importance of lower-order processing while reading English sentences and analyzing sentence structures while reading. Also, they felt they expanded their vocabulary, leading to accurate comprehension of English sentences. Given the increase in their TOEIC scores, it could be argued that the participants benefited somehow from this program.

The program incorporated retelling as a key instructional strategy. As an implication, by adopting retelling activities, students enhanced the quality of their input processing and reinforced their awareness of the importance of bottom-up processing, encompassing syntactic processing and grammatical knowledge. This approach provides a practical framework for improving language skills and fostering a deeper understanding of sentence structures. Our study underscores the significance of a proactive, structured ER program focusing on lower-order processing, accurate structural sentence analysis, and the strategic use of retelling activities in the course of learning. However, by collecting a variety of data from individual learners, we can have a

better understanding, and a more complex and detailed analysis can help us complete a more comprehensive program.

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# Appendix 1

## Extensive Reading Record Sheet

MGU Extensive Reading Program

多読用読書記録シート										(No. )
Class:		Student ID:		Name:						
No.	シリーズ/出版社/レベル	タイトル	語数	読書時間	読書日	箇所	評価	感想・メモ		
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
語数および読書時間合計										

※多読を楽しむ3原則 ①辞書は引かない ②分からないところはぼす ③つまらなければやめる  
 【評価】5～1で記入： 5＝完璧に読めた、4＝読めた、3＝読んだ、2＝おぼろげに読んだ、1＝読めた  
 【補記】語数＝1、図書館＝2、自宅＝3、通学途中＝4、Language Commons＝5、その他＝6

## Appendix 2

### Progress Chart

#### Progress Chart 1

Class:

ID:

Name:

Exercise No.	1	2	3	4	5	WPM
Word Count	200	200	200	200	200	
Reading Time						
4: 00						50
3: 50						52
3: 40						55
3: 30						57
3: 20						60
3: 10						63
3: 00						67
2: 50						71
2: 40						75
2: 30						80
2: 20						86
2: 10						92
2: 00						100
1: 50						109
1: 40						120
1: 30						133
1: 20						150
1: 10						171
1: 00						200
0: 50						240
0: 40						300
0: 30						400
Q1						
Q2						
Q3						
Q4						
Q5						
Q6						
Q7						
Q8						
Score						

WPM ( ) = ( ) ÷ ( ) × 60

※ 5-point scale (1: hard to understand - 5: easy to understand)

## Appendix 3

*Questionnaire items (Conducted in Japanese. English translation follows.)*

### ①基本情報

名前

現在もっている英語の資格を教えてください。(英検準2級、TOEIC400点、など)

多読経験:多読を開始した年齢

多読経験:多読を実施した期間

多読経験:これまでに多読で読んだ語数

海外経験:これまでに留学した経験はありますか。

海外経験:どこの国に行きましたか。

海外経験:期間はどれくらいですか。

### ②多読アンケート(5件法)

英語の本を読むのが好きだ

英語を勉強することが好きである

英語の本を読んでみたい

英語で書かれたものを見ると読む気がしない

英語の本をたくさん読むことは将来に役に立つ

英語の本をたくさん読むことは就職活動において役立つ

英語の本をたくさん読むことで英語の力がつく

英語の本をたくさん読むことで語彙が増える

英語の本をたくさん読むことで速く読めるようになる

英語の本をたくさん読むことで英語で話せるようになる

英語の本をたくさん読むことで英語が書けるようになる

英語の本をたくさん読むことで英語の会話が理解できるようになる

英語の本をたくさん読むことで文法の知識が増える

英語の授業の成績を上げるには英語の本をたくさん読むことが必要だ

TOEICやTOEFLのスコアを上げるためには英語の本をたくさん読むことが必要だ

英語の本を読むことで知識が増える

英語を使えるようになるには読むことが必要だ

英語を読む時、日本語に訳さないと理解できない

英文を読むのは速いほうだ

分からない単語があっても読める

英語の長文を読むのがいやだ

### ③英語学習について(自由記述)

プログラムに参加した動機は何ですか

このプログラムで期待することは何ですか

一番伸ばしたい英語のスキルは何ですか

上の質問で回答したスキルを伸ばすのに、何をすることが一番効果的だと思いますか

外国語(英語)学習で一番効果のある学習法はどのようなものだと思いますか。できるだけ詳しく書いてください。

### Post-questionnaire 追加分

1. 多読を行って英語力が向上したと感じますか?
2. 多読クラスを受講して良かったと思いますか?
3. 多読をやってみて、他の人にも勧めますか?それはなぜですか?
4. 英語力が向上したと感じた場合、どのような力が一番ついたと思いますか?また、それはなぜですか?
5. 多読クラスで行ったどのアクティビティが、一番効果があったと思いますか?また、それはなぜですか?
6. 多読を行っていて、一番楽しかったことは何ですか?
7. 多読を行って、一番辛かったことは何ですか?
8. これからも多読を続けようと思いますか?また、それはなぜですか?
9. 多読中級クラスがあれば受講したいですか?
10. 多読クラスに期待したことで思っていたことと違ったことがあれば書いて下さい。



11. 多読クラスに対する要望があれば記入して下さい。

12. その他、感想などあれば記入して下さい。

## English translation

Questionnaire items (Conducted in Japanese.)

### *(1) Basic information / Face sheet*

Name

English qualifications (e.g., Eiken Grade Pre-2, TOEIC400)

Experience of Extensive Reading: starting age

Experience of Extensive Reading: duration

Experience of Extensive Reading: number of words read

Overseas experiences: Studying abroad

Overseas experiences: country/region

Overseas experiences: duration

### *(2) Items to ask about beliefs about / attitudes towards / strategies for learning English (on a five-point scale: agree - disagree)*

I like to read English books.

I enjoy studying English.

I want to try reading books in English.

I don't feel like reading when something is written in English.

Reading a lot of English books will help me in the future.

Reading a lot of English books will be beneficial in job hunting.

Reading a lot of English books helps me to improve my English.

Reading many English books expands my vocabulary.

Reading a lot of English books helps me read faster.

Reading many English books enables me to speak in English.

Reading many English books improves my ability to write in English.

Reading many English books enhances my understanding of English conversations.

Reading many English books increases my knowledge of grammar.

To improve my grades in English class, I need to read many English books.

To raise my TOEIC and TOEFL scores, it is essential to read many English books.

Reading English books increases my knowledge.

To become proficient in English, reading is necessary.

When I read English, I need to translate it into Japanese to understand it.

I read English relatively faster than others.

I can read even if the text has words I don't know.

I would not say I like to read long passages in English.

*(3) Items to ask about learning English (open questions)*

1. Motivation for participating in the program
2. Expectations for this program
3. English skills they would most like to develop (by attending the program)
4. Beliefs in the most effective way to develop the skills (mentioned in the question above = they hope to improve)
5. Beliefs in the most effective method to learn a foreign language (English)

*Added items for the post-questionnaire*

1. Do you feel your English ability has improved through extensive reading?
2. Are you satisfied with this program?
3. Would you recommend that others do extensive reading?
4. Which skills do you think you have improved the most?
5. Which activities in the program do you think were the most effective?
6. What did you enjoy most about Extensive Reading?
7. What was the most challenging part of Extensive Reading?
8. Do you want to continue Extensive Reading in the future?

9. Would you like to participate in an intermediate-level Extensive Reading program?
10. Please write down if you have had any disappointments in the program.
11. Please write any requests for the Extensive Reading program.
12. Please write any other comments you have.