

The Benefits and Challenges of Multiple Mini-Bibliobattles in a Single Extensive Reading Course

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The popular book presentation contest Bibliobattle and its simplified version, Mini-Bibliobattle (MBB), has spread throughout Japan, but they are neither commonly implemented in extensive reading (ER) classes nor generally held more than once in a single course. This study explored the effects of multiple MBBs on university students' perceptions of successive presentations in an eight-week ER course. In their post-MBB survey responses, the students reported making their presentations more engaging for their audiences, altering their rate of speech, being more responsive to other presenters, and being more satisfied with their performance. They expressed an overall positive attitude toward MBBs and an inclination to read books introduced by other participants as well. However, they also suggested a need for sufficient preparation time and adequate feedback to ensure the quality of their experience. These findings highlight the potential benefits of implementing multiple MBBs in a single ER course and provide guidance for proceeding successfully.

気に入った本を紹介して競い合うビブリオバトルやその簡易版のミニビブリオバトル (MBB) は日本で広く普及しているが、多読授業で実施されることは少なく、また授業で複数回実施されることも一般的ではない。本研究では、8週間の多読授業において、複数回のMBBが大学生の発表に対する認識に与える影響を調査した。MBB後のアンケートでは、学生たちは、自分の発表が聴衆にとってより魅力的になった、話す速度を変えた、他の発表者に反応するようになった、自分の発表に対して満足度が上がった、と回答した。また、MBBに対して全体的に好意的であり、他者が紹介した本を読みたくなったと興味を示している。しかし、発表の質を高めるためには十分な準備期間と適切なフィードバックが必要であることも示唆された。これらの結果は、一つの多読授業内で複数のMBBを開催することの潜在的な利点を強調し、適切に進めるための指針を提供するものである。

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According to Nation (2007), a well-balanced language course should include four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Extensive reading (ER), a learning approach involving lots of easy material in the target language (Bamford & Day, 2004), can play an important role in developing such a well-balanced course as it provides second language learners with abundant content- and fluency-focused input enabling them to use what they already know (Nation & Waring,

2020). However, ER alone is insufficient for this purpose (Nation, 2007) as it fails to provide opportunities for language-focused learning and meaning-focused output, the value of which is often neglected in a typical ER course (Nation & Yamamoto, 2012). Although output naturally plays a minor role in ER itself, productive activities such as book reports can be introduced to link reading to speaking or writing (Nation & Waring, 2020), thus enabling learners to explore their understanding of and practice with language items encountered in their reading (Hyland, 2019). ER can also provide seeds for communication, namely interesting topics for learners to discuss afterward (Bamford & Day, 2004).

One way of leveraging ER to push learner output is through a book report game called Mini-Bibliobattle (MBB) (Fujii, 2018, 2020). Thus, this study investigated the effects of using MBB in an ER course.

Literature Review

Bibliobattle and Mini-Bibliobattle

Invented by Tadahiro Taniguchi in 2007, Biblibattle is a book presentation contest that has since become highly popular in schools and libraries throughout Japan (Kimura & Kondo, 2021). The official contest rules, as established by the Bibliobattle committee, are as follows: Learners (1) come together with a favorite or interesting book, (2) introduce the book for five minutes, and (3) answer questions from other participants about the book for two to three minutes. After the presentations, (4) participants vote for a "Champion Book," meaning the one that they want to read the most. Bibliobattles allow participants to share book content, develop their speaking skills, discover new books of interest, and form a community (Taniguchi, 2013).

When using Bibliobattle in their classrooms, however, instructors must also take into account their learners' language proficiency levels (Fujii, 2020). Thus, with elementary school students or second language learners, a simplified version of Bibliobattle, known as Mini-Bibliobattle, or MBB, is usually adopted. MBB has the same rules as Biblio-

battle, except that the five-minute presentation is shortened to three minutes, and the three-minute Q&A discussion is reduced to one minute. Such shorter durations can lower barriers for presenters to continue talking (Taniguchi, 2013).

Bibliobattle and Language Learning

A number of studies have examined the effectiveness of Bibliobattles or MBBs in language learning. For instance, Kondo et al. (2015) held Bibliobattles for university students twice in a one-year period outside the classroom. Those who took part in both events indicated more positive attitudes toward Bibliobattles as well as an improvement in their language use on the second occasion. They also reported overcoming difficulties they had faced the first time, such as those related to time management and clear communication.

Other studies (e.g., Fujii, 2018; 2020) have employed MBBs in ER courses. In an investigation of their effects on students' attitudes toward reading, Fujii (2018) implemented MBBs once at the end of each of two semesters in a one-year ER course for technical college students and found that the participants read more carefully, selected a wider variety of books, and recognized the importance of MBBs for developing their productive skills. Fujii (2020) implemented an MBB in an ER course for university students, who judged the activity to be enjoyable and meaningful. They also indicated improved English presentation skills as a result of preparing their speeches, listening to others' presentations, and receiving feedback from other participants. In short, Fujii (2018, 2020) demonstrated the benefits of MBB implementation once per semester.

Although these previous studies have suggested the potential of Bibliobattles or MBBs for improving language use and presentation skills as well as attitudes toward reading, the effects of multiple MBB implementations on learners' perceptions of their own presentations in a single, short-term ER course are still unclear, which the current investigation sought to elucidate.

Research Questions

This study targeted the following three research questions:

- RQ1. Do students' perceptions of their presentations change after participating in MBBs?
- RQ2. What benefits and challenges do learners perceive throughout MBBs?

- RQ3. What activities and materials do learners find useful in preparing for MBB presentations?

Method

Participants

The study participants were 35 students at a national university in Japan, all of whom were enrolled in an eight-week online ER course taught by the author on Zoom. Thirty-three of the students were sophomores majoring in informatics, and two were seniors, one majoring in literature and the other in engineering. Based on their TOEIC scores ($M = 516$, $Mdn = 540$, range: 270–765), their English proficiency could be characterized as lower intermediate.

Extensive Reading

The learners read e-books on the ER website Xreading (<https://xreading.com>), which contains over 1,000 titles and helps instructors monitor student progress. The course involved two lessons per week: one focusing on fluency development and the other on output activities in preparation for the MBBs, which provide the focus of this paper.

The learners were assigned to read 12,500 words per week, for a total of 100,000 words over the eight-week period. To maximize preparation time for the MBBs, all reading was completed outside of class. The learners had to read various books and list them with their comments in a forum on a learning management system, which later served as a reference for their MBB preparation. On average, they spent 12.5 hours reading 94,004 words in 23.5 books, or 10,500 words in 2.9 books over 1.5 hours per week.

Instruments

The data for this study were collected via two online surveys composed in Japanese in Microsoft Forms. The first survey, administered immediately after each of the three MBBs (Survey A), was a 15-item instrument designed to measure the students' perceptions of their MBB preparations and performance, with one to five items in each of five categories: presentation content, presentation manner, listening manner, self-satisfaction, and presentation timing (see Appendix A). With the exception of the single, three-option multiple-choice question in the final category, all of the items were statements to be endorsed on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).

The second survey, conducted only after the final MBB (Survey B), was an 8-item instrument adapt-

ed from Fujii (2018, 2020) and designed to assess the learners’ perceptions of the enjoyability and usefulness of MBB as well as their interests in the books presented by others and their motivation for reading (see Appendix B). The survey was divided into four sections: the first, on overall perceptions, containing five Likert-scale items similar in style to those on the previous survey; the second, on reading frequency, containing a single multiple-choice question; the third, on class activities, containing a single multiple-choice question allowing multiple responses; and the fourth, on benefits and challenges of MBBs, containing two open-ended questions.

General Procedure

The activities in each weekly lesson are summarized in Table 1. MBBs were assigned as a part of student evaluations in Weeks 5, 7, and 8. Throughout the course, every lesson started with the learners giving one-minute talks in pairs about their daily lives or favorite books. In Week 1, they were informed of the research methods and objectives and then asked for permission for the confidential use of their data. After providing informed consent, they received an orientation on ER. In Weeks 2 and 3, they experienced MBBs in Japanese to familiarize them with the rules and timings. Before each Japanese-language MBB, the learners completed a preparation sheet about their chosen book, discussing its content and sharing their opinions. To learn about MBBs, in Week 2 they also took a quiz, and in Week 3 they watched a YouTube video in Japanese by a university student who won the national Bibliobattle competition.

In Week 4, the learners began preparing for their first MBB in English. Weeks 4 and 6 were designated as preparation periods for the first and second MBB, which were held in Weeks 5 and 7, respectively. No in-class preparation time was allotted for the third MBB, which was held in Week 8. In the preparation weeks, the learners gave one-minute talks about their favorite books with three different partners in a book report format as described in Bamford and Day (2004). After the book reports, they prepared a presentation of at least 300 words, practiced reading it to their partner, and received feedback on its content and vocabulary from their partners. To encourage planning, and, thus support language learning, presentation scripts were allowed. However, as script use can result in a lack of expressiveness when describing a book’s appeal, the learners were instructed to memorize their scripts and were prohibited from reading them during the actual MBBs.

Table 1
Lesson Schedule and Activities

Week	Lesson	Activities
Week 1	ER Orientation	1-Min. Talk (Life), ER Introduction, Xreading Registration
Week 2	Japanese MBB 1	1-Min. Talk (Life), Rule Quiz, Preparation Sheet, MBB
Week 3	Japanese MBB 2	1-Min. Talk (Life), Champion Video, Preparation Sheet, MBB
Week 4	MBB1 Preparation	1-Min. Talk (Book), Preparation Sheet, Draft Writing, Pair Practice
Week 5	English MBB1	1-Min. Talk (Life), Rehearsal, MBB1, Survey A
Week 6	MBB1 Feedback, MBB2 Preparation	1-Min. Talk (Life), Class Feedback, Champion Videos 1-Min. Talk (Book), Draft Writing, Pair Practice
Week 7	English MBB2	1-Min. Talk (Life), Rehearsal, MBB2, Survey A
Week 8	English MBB3	Rehearsal, MBB3, Survey A, Survey B

Mini-Bibliobattle

Each MBB lesson began with rehearsals in pairs. The learners were given time to ensure that their presentations were under three minutes, followed by questions and feedback about the presentation from their partner.

After the rehearsals, MBBs began in groups of five or six students using Zoom’s breakout function. The presenting students were told to watch their audience, and the audience members were told to respond by nodding or smiling. Each group then began their MBB and Champion Book selection, all of which they video recorded. Finally, the students submitted their presentation scripts and group videos through a learning management system and completed Survey A. Additionally, they completed a final, general survey (Survey B) in Week 8.

By the start of the lesson following each of the first two MBBs, the learners all received individualized instructor feedback regarding their English accuracy, book summary, and presentation structure. In Week 6, they were shown the survey results and

videos of two Champion Book presentations from the first MBB to help them improve their presentations in the next one.

Results

Effects of MBBs on Learner Perceptions of Their Own Presentations

Table 2 lists the mean scores for all of the Likert-scale items on all three administrations of Survey A and the raw differences between them. To answer the first research question (“Do students’ perceptions of their presentations change after participating in MBBs?”), a one-way analysis of variance (ANOVA) with an alpha level of .05 was performed on each survey item by survey administration, with a Bonferroni correction applied to each result to protect against alpha slippage from multiple comparisons.

In the area of presentation content, statistically significant differences were found on Items 1 and 5. Item 1 (My introduction engaged the audience) showed no difference between Administration Times 1 and 2 but an increase between Times 2 and 3, resulting in a statistically significant net increase from Time 1 to Time 3. Item 5 (I asked questions or included background knowledge) showed an increase from Time 1 to Time 2, but not from Time 2 to Time 3. Still, the net increase from Time 1 to Time 3 was statistically significant.

In the area of presentation manner, only Item 7 (The pace of my speech was appropriate) showed any difference of statistical significance: a net decrease from Time 1 to Time 3 despite the absences of any statistically significant differences between Times 1 and 2 or Times 2 and 3.

Table 2

Post-MBB Learner Self-Perceptions of Their Presentations

Survey Item	Mean			Change		
	Time 1	Time 2	Time 3	Time 2-Time 1	Time 3-Time 2	Time 3-Time 1
Presentation Content						
1. My introduction engaged the audience.	3.63	3.83	4.23	0.20	0.40*	0.60**
2. I presented the story well.	3.86	4.17	4.03	0.31	-0.14	0.17
3. The presentation structure was clear.	3.89	3.89	3.83	0.00	-0.06	-0.06
4. The presentation included my opinions or ideas.	4.00	4.26	4.23	0.26	-0.03	0.23
5. I asked questions or included background knowledge.	3.23	3.80	3.80	0.57*	0.00	0.57*
Presentation Manner						
6. I used simple vocabulary or expressions.	4.23	4.26	4.26	0.03	0.00	0.03
7. The pace of my speech speed was appropriate.	4.31	4.14	3.89	-0.17	-0.25	-0.42*
8. Each sentence was short and simple.	3.77	4.06	4.06	0.29	0.00	0.29
9. I kept talking without any breaks.	3.40	3.57	3.46	0.17	-0.11	0.06
10. I kept watching the audience.	3.34	3.74	3.66	0.40	-0.08	0.32
Listening Manner						
11. I kept watching the presenter.	4.09	4.31	4.31	0.22	0.00	0.22
12. I kept nodding during the presentation.	2.91	3.46	3.94	0.55**	0.48	1.03**
13. I asked relevant questions.	3.91	4.17	4.34	0.26	0.17	0.43
Self-Satisfaction						
14. I was satisfied with my presentation.	3.11	3.86	3.40	0.75*	-0.46*	0.29

Note. $n = 35$, Max = 5, * $p < .05$, ** $p < .01$

In the area of listening manner, Item 12 (I kept nodding during the presentation) showed a statistically significant increase from Time 1 to Time 2 but not from Time 2 to Time 3. Still, the net increase from Time 1 to Time 3 was statistically significant.

Finally, Item 14 (I was satisfied with my presentation) demonstrated an inverted V-shaped change. Student satisfaction statistically significantly increased from Time 1 to Time 2 but then statistically significantly decreased from Time 2 to Time 3, for a net change of zero between Times 1 and 3.

Item 15 was about time management. As can be seen in Table 3, most students after all three MBBs reported finishing their presentations within 10 seconds of the prescribed 3 minutes. However, noticeably fewer students indicated finishing within the target time range in the third MBB, for which no immediately prior in-class preparation time was provided.

Table 3
MBB Conditions and Student Presentation Finishing Times

MBB (Week)	Preparation ^a	Feedback ^b	Finishing Time ^c		
			Early (< 2:50)	Within Range (2:51-3:09)	Late (> 3:10)
First (Week 5)	+	++	5	29	1
Second (Week 7)	+	+	2	30	3
Third (Week 8)	-	-	6	25	4

Note. ^a + = in-class preparation given, - = no in-class preparation time given. ^b ++ = class and individual feed-

back given, + = individual feedback given, - = no feedback given. ^c number of students.

Benefits and Challenges

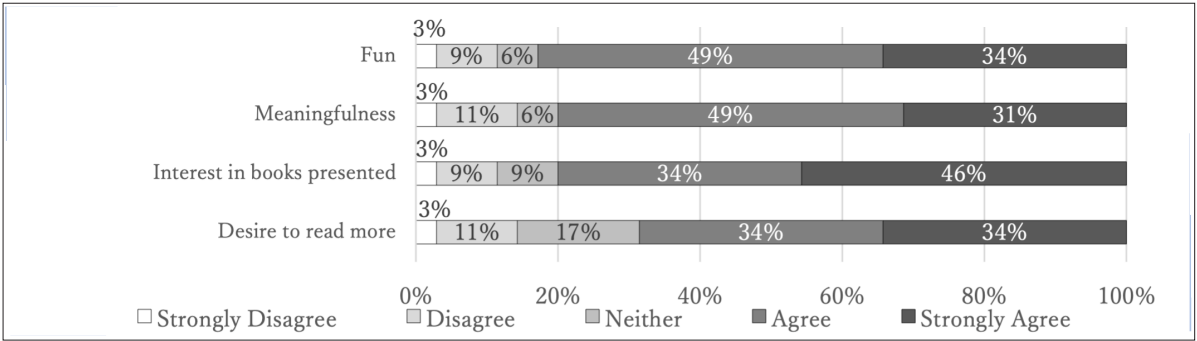
In answer to the second research question (“What benefits and challenges do learners feel throughout the MBBs?”), Figure 1 provides a breakdown of the responses to Items 1 through 4 on Survey B. It shows that most learners claimed to have found the MBBs enjoyable and meaningful. They also expressed interest in the books presented by their classmates. Notably, nearly half of them indicated that they were strongly interested in other books. Additionally, more than two thirds indicated a motivation to read more books in the ER course.

Item 5 on Survey B asked about the frequency of reading books introduced by other participants. As Figure 2 shows, 86% of the participants claimed to have read at least one book introduced through their classmates’ MBBs, and more than one third reported having read three or more. Only 14% (*n* = 5) indicated not having read any other books from the MBBs.

Yielding additional insights into the perceived benefits of MBBs are the open-ended responses to Item 7 of Survey B, categorized by the researcher and displayed in Table 4. The most frequently mentioned perceived benefits were in the area of presentation skills (*n* = 13), such as the ability to speak more slowly or to use simple English. The second most frequently cited benefit was confidence (*n* = 8), principally with regard to presenting without concern for making mistakes.

As to the challenges presented by MBBs, the open-ended responses to Item 8 of Survey B were likewise categorized by the researcher. As also shown in Table 4, the most frequently mentioned challenge was that of writing a script (*n* = 12). Some students specifically noted the considerable time and effort required to write 300 words three times

Figure 1
Overall Perceptions of MBBs



in just a few weeks. Another frequently cited challenge was actually presenting ($n = 11$). For instance, students mentioned the difficulties of speaking without reading a script, maintaining eye contact on camera, and summarizing their book within three minutes. Finally, multiple students indicated struggling with language issues, particularly English expressions ($n = 8$) and the answering of questions ($n = 3$).

Figure 2

Reading Books Introduced by Classmates

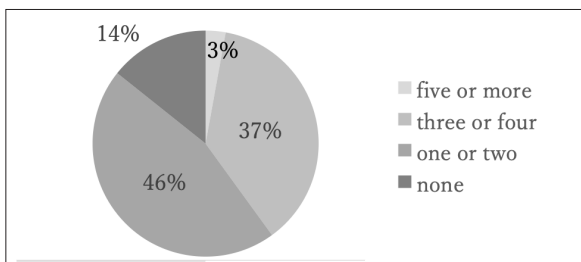


Table 4

Benefits and Challenges of MBBs

Benefits	<i>n</i>	Challenges	<i>n</i>
Presentation skills	13	Writing a script	12
Confidence	8	Presenting	11
Presentation Structure	4	English Expressions	8
Expressions	3	Answering questions	3
Enjoyment	2	Other	3
Pronunciation	2		
Summarizing	2		
Other	3		

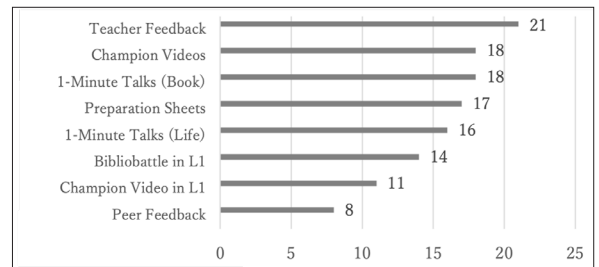
Note. $N = 35$. Multiple answers allowed.

To answer the third research question (“What activities and materials do learners feel are useful in preparing for MBB?”), Item 6 of Survey B provided the students with a list of options allowing multiple answers. As shown in Figure 3, more than half of the students indicated appreciating the post-MBB teacher feedback ($n = 21$) and their classmates’ Champion Book videos ($n = 18$) that were provided to encourage reflection on their performance. Approximately half of the students cited the pre-MBB preparation sheets ($n = 17$) and the one-minute talks about a favorite book ($n = 18$) or daily life ($n = 16$) that were implemented to help them prepare.

Around one third of the students selected Bibliobattle in L1 ($n = 14$) and Champion Video in L1 ($n = 11$), both of which were executed near the very beginning of the course. Only eight students indicated perceiving any utility in peer feedback.

Figure 3

Helpful MBB Preparation Activities and Materials^a



Note. ^a Multiple responses allowed.

Discussion

This study found that conducting multiple MBBs in a short ER course produced changes in learners’ perceptions of their own presentations. For instance, the learners indicated including more questions and real-world connections in their presentations and making their introductions more engaging. One possible contributing factor in these changes is that these types of “hooks” are relatively easy to grasp and implement. Another possible contributor is the viewing of the Champion Book presenters’ videos, for as Fujii (2020) notes, these effective presentation techniques can be observed more frequently in champion presentations. When watching the recordings after their first MBB, the learners may have noticed that the best presenters had used these techniques effectively and thus decided to try them themselves. In either case, in this respect, having multiple MBBs in a single course led to higher quality presentations than would have resulted in a course with only one MBB.

The learners also showed a noticeable change in their presentation delivery speed, especially from the second to the third MBB. Ten students were unable to finish presentations within the appropriate time range (i.e., between 2 minutes, 51 seconds, and 3 minutes, 9 seconds) in the third MBB, double the number in the second MBB (see Table 3). A possible cause for this backslide might have been inadequate self-directed rehearsal as no in-class preparation time was given prior to the third MBB. In short, the students might have focused most of their preparation time on content at the expense of the pacing of their delivery.

Furthermore, the study found that nodding increased among learners when listening to other presentations, perhaps because of being online. As video monitors restrict the visual field, thus making it more difficult to see others' body language online than in person, the audience may have needed to rely more heavily on nodding to demonstrate that they were listening.

Lastly, there was a significant change in learner satisfaction, increasing from Time 1 to Time 2 but then falling to near-initial levels again at Time 3. This reversal may be due to the lack of in-class preparation time and feedback provided after Time 2 as opposed to Time 1 (see Table 3).

Overall, the students reported a positive impression of MBBs as fun and meaningful. MBBs appeared to provide them with opportunities not only to interact with other students but also to prepare good speeches and to learn how to make good presentations, all of which may have contributed to their recognition of MBBs' enjoyability and learning potential. Additionally, many students signaled the role of MBBs in spurring their interest in other books and actually starting to read them. Thus, having multiple MBBs in a single course led students to read books they might not have in a course with only one MBB, especially since they were required to present on a different book for each MBB but allowed to use ones previously introduced by their classmates. Consistent with the findings of previous studies (Fujii, 2018, 2020; Kondo et al., 2015; Taniguchi, 2013), MBBs also appear to have helped learners improve their presentation skills, composition structure, and speaking confidence. Moreover, holding multiple MBBs in a single ER course stands to enhance these benefits by creating a virtuous cycle among learners: They read extensively, present a chosen book in MBB, obtain information and opinions about other interesting books from their classmates, and extensively read new books for another MBB.

In contrast to the benefits of MBBs, participants also experienced some difficulties in sustaining their efforts, most notably preparing scripts and presenting, perhaps because of the additional time requirement beyond their already substantial reading load. Two suggestions for easing this burden would be to allow sufficient preparation time and provide adequate feedback. Teacher feedback can help learners correct their script errors, and video recordings of earlier MBBs may serve as models of engaging presentations. Practicing with a one-minute talk activity and using a preparation sheet might also be beneficial.

Interesting to note is that relatively few students expressed appreciation of any of the activities or materials provided in Japanese (L1 Bibliobattle, Champion Video, and Peer Feedback). This finding may be explained by their purpose having been perceived as to introduce the students to the concept and rules of MBBs rather than to prepare them for their presentations. Although they indicated closely cooperating in pair activities (see Figure 1), the students also reported generally perceiving peer feedback as unhelpful, implying a possible need for additional instructor intervention.

These findings suggest several implications for an ER course. First, MBBs have the potential to accelerate learners' reading progress by introducing them to interesting new books while also serving as a social platform for enjoyably sharing their own current favorites. Second, they may contribute to a well-balanced language course by linking the receptive skill of reading to productive activities such as presenting a favorite book. Furthermore, MBBs should be implemented at least twice to allow students to benefit from presentation practice and boost their confidence. Subsequent presentations are likely to include more engaging introductions, questions, and background information to attract and hold the audience's attention.

It must also be noted that this study had a number of limitations. First, the book presentations may have been less expressive because they were held online and because script preparation was allowed. As such, future studies should replicate the process in face-to-face settings without scripts. Second, this study used only self-reported data; future studies should also include other means of data collection, such as transcriptions of actual presentations, to corroborate the findings. Third, the limited preparation time may have compromised the learners' book selections. Being required to choose a book even if they could not find an interesting one may have adversely affected their enthusiasm for presenting. Finally, the learners were shown the overall survey results after the first MBB as a means of prompting reflection and perhaps shaping their attitude toward future presentations. However, this measure could also have influenced the subsequent results as they may have been conscious of what would be asked.

Conclusion

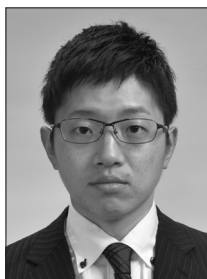
This study explored the effectiveness of conducting multiple MBBs over the duration of an eight-week ER course. The results showed that multiple MBBs impacted students' perceptions of their own presen-

tation content, presentation manners, listening manners, and satisfaction. They also showed that learners found MBBs fun and meaningful and started to become interested in reading other books. However, they equally suggested that to optimize the learner experience, care must be taken to allow sufficient preparation time and provide adequate learner feedback. Hopefully, this study will lead more instructors to implement MBBs in their ER courses, more students to enjoy reading and presenting books, and more researchers to analyze its impact.

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Appendix A

Survey A^a

(Administered three times, once after each MBB)

For items 1-14, please indicate the degree (1 to 5) to which you endorse each statement as follows^a:

- | | | |
|----------------------|-------------|-------------------|
| 1. strongly disagree | 2. disagree | 4. agree |
| | 3. neutral | 5. strongly agree |

Presentation Content

1. My introduction attracted audiences.
2. I presented the story well.
3. The presentation structure was clear.
4. The presentation included my opinions or ideas.
5. I asked questions or conveyed background knowledge.

Presentation Manner

6. I used simple vocabulary or expressions.
7. The pace of my speech was appropriate.
8. Each sentence was short and simple.
9. I kept talking without any breaks.
10. I kept watching the audience.

Listening Manner

11. I kept watching the presenter.
12. I kept nodding during the presentation.
13. I asked relevant questions.

Self-Satisfaction

14. I was satisfied with my presentation.

Presentation Timing

15. Did you finish your presentation within 10 seconds of the required time? (Choose one.)
 - a. Yes.
 - b. No, more than 10 seconds later.
 - c. No, more than 10 seconds earlier.

^aTranslated by the author from the original Japanese.

Appendix B

Survey B^a

(Administered once, after the final MBB)

For items 1-4, please indicate the degree (1 to 5) to which you endorse each statement as follows^a:

- | | | |
|----------------------|-------------|-------------------|
| 1. strongly disagree | 2. disagree | 4. agree |
| | 3. neutral | 5. strongly agree |

Overall Perceptions

1. The Mini-Bibliobattles were fun.
2. The Mini-Bibliobattles were meaningful for learning English.
3. I became interested in books introduced by other students.
4. Mini-Bibliobattles led me to read more books in Extensive Reading.

Reading of Books Presented by Classmates

5. How many of the books presented by your classmates did you read? (Choose one.)
 - a. five or more
 - b. three or four
 - c. one or two
 - d. none

Class Activities and Materials

6. What helped you prepare a better presentation? (Choose all that apply.)
 - a. one-minute talks on favorite book
 - b. one-minute talks on daily life
 - c. preparation sheets
 - d. classmates' champion videos
 - e. Bibliobattle champion video in Japanese
 - f. Bibliobattle in Japanese
 - g. partner advice or comments
 - h. teacher feedback after 1st and 2nd Mini-Bibliobattles

Benefits and Difficulties

7. What did you learn or gain throughout Mini-Bibliobattles?
8. What difficulties did you face in Mini-Bibliobattles?

^aTranslated by the author from the original Japanese.

[JALT PRAXIS] TLT INTERVIEWS



Torrin Shimono & James Nobis

TLT Interviews brings you direct insights from leaders in the field of language learning, teaching, and education—and you are invited to be an interviewer! If you have a pertinent issue you would like to explore and have access to an expert or specialist, please make a submission of 2,000 words or less.

Email: jaltpubs.tlt.interviews@jalt.org

Welcome to the 2023 July/August edition of TLT Interviews! For this issue, we are excited to bring you two fantastic interviews. The first is with Kensaku Yoshida, Professor Emeritus at Sophia University. Professor Yoshida was the Director of the Center for Language Education and Research, the former Director of the Sophia Linguistics Institute for International Communication, and the former Dean of the Faculty of Foreign Studies. Since his retirement in 2021, he has been the Honorary President of the Eiken Foundation of Japan. Professor Yoshida has worked on several national level government committees, such as the Planning Committee to Implement 4-Skills Tests at the National Center for University Entrance Examinations, and on the Foreign Language Committee of the Central Council of Education. Professor Yoshida was also Chairperson of the Committee of Specialists on Revision of English Education, which was responsible for creating the new 2020 Elementary School English Course of Study. Pro-

fessor Yoshida was interviewed by Peter Ferguson, an associate professor in the Faculty of Economics at Kindai University. Dr. Ferguson has earned a PhD from Temple University and wrote his dissertation on language policy interpretation and implementation in Japanese elementary schools. His research interests include educational linguistics, language policies, EFL for young learners, and language teacher development. So, without further ado, to our first interview!

An Interview With Kensaku Yoshida

Peter Ferguson
Kindai University