

多読学習の実施と効果について

Implementing an Effect Extensive Reading Program

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The Characteristics of an Extensive Reading Approach

from Day & Bamford (1998, p. 7-8)

- ◆ Students read as **much as possible**
- ◆ A variety of materials on a **wide range of topics** is available
- ◆ **Students select** what they want to read
- ◆ The purposes of reading are usually related to **pleasure, information and general understanding.**
- ◆ **Reading is its own reward**

The Characteristics of an Extensive Reading Approach

from Day & Bamford (1998, p. 7-8)

- ◆ Reading materials are well **within the linguistic competence** of the students
- ◆ Reading is **individual and silent**
- ◆ **Reading speed is usually faster** rather than slower
- ◆ **Teachers orient students** to the goals of the program, **explain** the methodology, **keep track** of what each student reads, and **guide** the students
- ◆ The teacher is a **role model** of a reader for the students

Study Hours Required for Advancement

Estimated Hours of Study Needed to Progress Between TOEIC Levels

A1		A2		B1		B2		C1		C2	
TOEIC 200	TOEIC 300	TOEIC 400	TOEIC 500	TOEIC 600	TOEIC 700	TOEIC 800	TOEIC 900				
-->	100 hrs	250 hrs	450 hrs	700 hrs	1000 hrs	1350 hrs	1750 hrs				
	-->	150 hrs	350 hrs	600 hrs	900 hrs	1250 hrs	1650 hrs				
		-->	200 hrs	450 hrs	750 hrs	1100 hrs	1500 hrs				
			-->	250 hrs	550 hrs	900 hrs	1300 hrs				
				-->	300 hrs	650 hrs	1050 hrs				
					-->	350 hrs	750 hrs				
						-->	400 hrs				

http://www.prolingua.co.jp/toEIC_e.html

Four Types of Practice

Paul Nation:

1. Meaning focus input -- 25%
2. Meaning focus output -- 25%
3. Deliberate study -- 25%
4. Fluency development -- 25%

Reading+

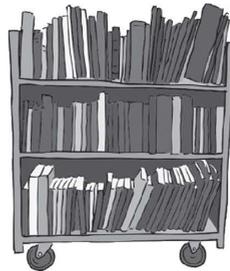
- ◆ Reading in the classroom is fine but...
- ◆ To get more contact hours...
- ◆ Students **MUST** read **OUTSIDE** the classroom

READING

Extensive Reading is
currently the best way
to increase contact
with the target
language

Start-up Problems

- ◆ Obtain funding
- ◆ Obtaining books
- ◆ Storing books
- ◆ Bringing books to class
- ◆ Classifying books by level
- ◆ Managing borrowing & returns

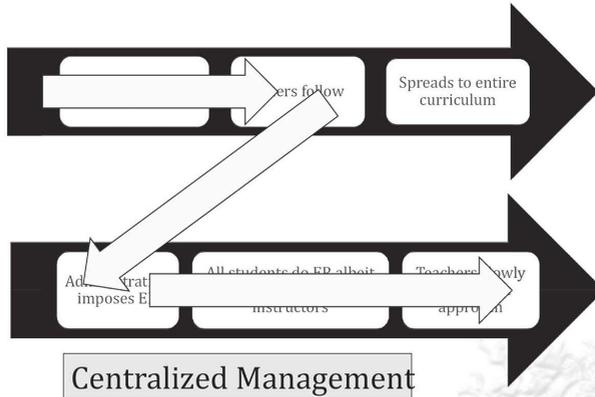


Carrying on...

- ◆ Follow-up on what they have read
 - ◆ Individual discussions
 - ◆ Group discussions
 - ◆ Reports
 - ◆ Quizzes
- ◆ Evaluation
 - ◆ Students keep a record
 - ◆ Computer program keeps a record

Most students will not do outside work unless there is some means to hold them accountable for it.

Diffusion of ER in a School Setting



Factors for the Effective Application of Technology to Classes

- ◆ Universal access
- ◆ Student motivation
- ◆ Tracking
- ◆ Replacement vs Additive activities
- ◆ Pedagogical fit
- ◆ Support/Management



Hosted by the Extensive Reading Foundation



Extensive Reading

The fun way to learn English!

14 Nov 2013 - The server has been doubled in size. Please let us know if you experience any access problems.

Login: [New users, click here to register!](#)
 If you forgot your password please ask your teacher.

Top reader in the past 30 days Congratulations!!

Level 0	tomoya hoshimoto	Momoyama Gakuin University	10,943
Level 1	Hayashida Naoki	Baiko Gakuin University	19,338
Level 2	Hiroki Miyahara	University of Kitakyushu - Hibikino	16,887
Level 3	Hisato Ishii	Saga University	39,259
Level 4	Isis desjardins	Moncton University	51,748
Level 5	Yuko Miyake	Shujitsu University	83,939
Level 6	iname hidden	Shujitsu University	45,017
Level 7	Asuka Inoue	Kyoto Sangyo University IR2	66,957
Level 8	Amy Lou	Aletheia University	116,264
Level 9	Masaomi Taniwaki	Okada!	117,725

Game-like Features

Top reader in the past 30 days Congratulations!!

Level 0	Ayaka Takaki	Sojo University	15,903
Level 1	Ayano Yagita	Sapporo University	18,173
Level 2	Yuuki Yoshimatsu	Konan University, Hirao School of Management	32,814
Level 3	Soo min Lee	Sookmyung Women's University	56,182
Level 4	Marino Yoshihikawa	Kinki University-Rikko	84,897
Level 5	iname hidden	Kyoto University of Foreign Studies Eibel	84,909
Level 6	Erma Wang	Aletheia University	80,678
Level 7	iname hidden	Aletheia University	94,694
Level 8	Syoko Yamakawa	Kyoto University of Foreign Studies Eibel	216,515
Level 9	Christine Shih	Aletheia University	115,885

To qualify, students must have read at least 75% of their books at the started level.



Top readers in the past 30 days Congratulations!!

Level 2	Tokunaga, Saki	IE5	17,926
	Kanamoto, Marina	IE6	17,317
	Tomozawa, Kazushi	IE5	7,982
Level 3	Ukawa, Ryoko	IE5	6,800
	Saeki, Yuumi	IE5	2,690
	Kobayashi, Rika	IE5	41,071
	Fujioka, Tsukasa	IE5	38,098
	Maeda, Yousuke	IE4	34,757
Level 4	Sanagi, Keijou	IE3	34,054
	Kan, Satoshi	IE4	32,845
	Fujioka, Takashi	IE3	51,731

Books read this term

Reading Report For: YUSUKE 岩橋 佑介 IWAHASHI

Date	Book Title	Level	Status	Words	Total words
13 Apr 2011	The Wizard of Oz	Stage 1[RL 4]	Passed	5440	5440
24 Apr 2011	Red Roses	Starter[RL 1]	Passed	1700	7140
26 Apr 2011	One-Way Ticket – Short Stories	Stage 1[RL 4]	Passed	5520	12660
28 Apr 2011	The Monkey's Paw	Stage 1[RL 4]	Passed	5830	18490
30 Apr 2011	White Death	Stage 1[RL 4]	Passed	6600	25090
10 May 2011	Mutiny on the Bounty	Stage 1[RL 4]	Passed	5825	30915
15 May 2011	The Withered Arm	Stage 1[RL 4]	Passed	5735	36650
18 May 2011	The Coldest Place on Earth	Stage 1[RL 4]	Passed	5500	42150

Total Words Read this Term: 42150 Total Words Read All Terms: 42150

In 1000s of words

MReader Features

- ◆ Quizzes on over 3900 readers
- ◆ 10 randomized questions
- ◆ Level-controlled
- ◆ Timed
- ◆ Enforced time interval between quizzes
- ◆ Determines “Read”/“Not Read”
- ◆ Free for schools to use

Return to my page Logged in

View Books

Genre All Publisher All Fiction All View images/words Images Reading level All

Order by alphabetically by title OR Love Find your quiz quickly. Put a word from the title here!

Search

					
A Ghost in Love and Other Plays Short stories (RL: 4)	A Kitchin Love Story Romance (RL: 3)	A Love for Life Romance, Human interest (RL: 9)	All 4 Love Adventure (RL: 3)	All 4 Love Romance (RL: 4)	All 4 Love Adventure (RL: 3)
					
Aunt Ester Loves a Mystery Children's literature (RL: 2)	Bad Love Adventure (RL: 4)	Blog Love Romance (RL: 2)	Buying Some Gloves Literature in Translation (RL: 3)	Buying Some Gloves Literature in Translation (RL: 3)	Classic Stories - Love Short stories (RL: 8)
					
Crossroads to Love Romance (RL: 6)	Dear Jan . . . Love Ruth Romance (RL: 2)	Does He Love Me? Young life, adventure (RL: 2)	Dr Strangelove Thriller (RL: 7)	Farewell, My Lovely Thriller (RL: 7)	Girls in Love Romance, Young life,

Multiple Choice

Question 1
Not yet answered
Marked out of 2

Where does Estela first meet George Gray?

Select one:

- a. the teacher's room
- b. the soccer game
- c. the practice field
- d. the cafe

Next

14:48

Who said....?

Question 4
Not yet answered
Marked out of 2

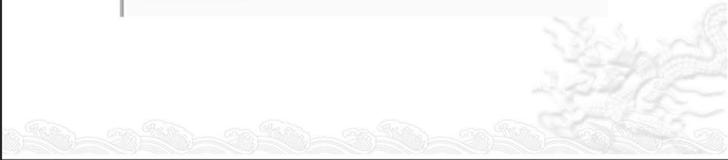
Who said this? Who did they say it to?
I need the afternoons for the men.

Next

13:53

✓ said this to

- Katy Burns
- Estela Ramos
- Mike Gomez
- George Gray



True / False

Question 7
Not yet answered
Marked out of 1

George Gray is about 30 years old.

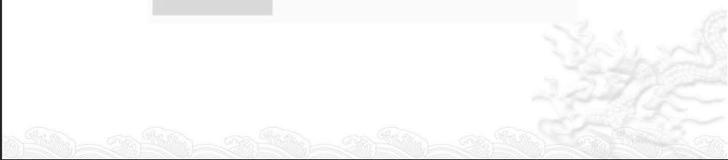
Select one:

True

False

Next

13:17



Ordering

Question 10

Not yet answered

Marked out of 4

Mike Gomez tells Estela the "big news" about George Gray.

George Gray agrees to watch the women practice.

Estela goes to see Professor Melanie Saunders to ask her help.

George Gray becomes the new coach at Brenton College.

George Gray doesn't come to the women's practice at first.

George Gray comes to practice but doesn't watch the women's team.

George Gary changes the women's practice time to seven o'clock.

Estela goes to see George Gray at the teacher's room.

Next

12:41

Post-Quiz Questions (1)

How did you like this book?

- It was great!
- It was okay.
- It was so-so.
- I didn't like it at all.

How long did it take you to read this book?

- Less than 30 minutes
- Less than 1 hour
- Less than 2 hours
- Less than 3 hours
- More than 3 hours

How often did you use your dictionary?

- Once every 1-2 pages.
- Once every 3-5 pages.
- Once every 6-20 pages.
- Once every 20-50 pages.
- Just a few times in the book.
- I never used my dictionary.

Post-Quiz Questions (2)

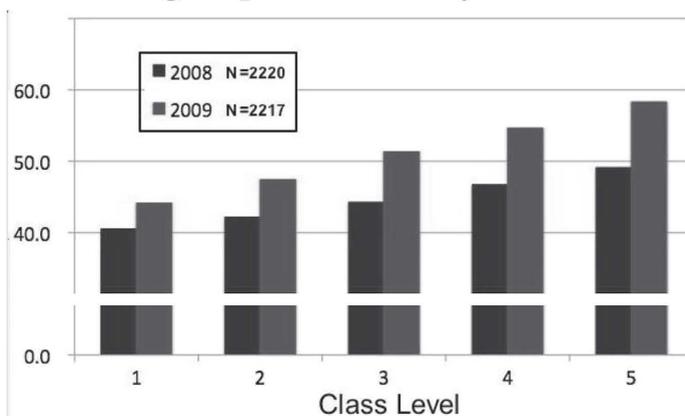
This book was . . .

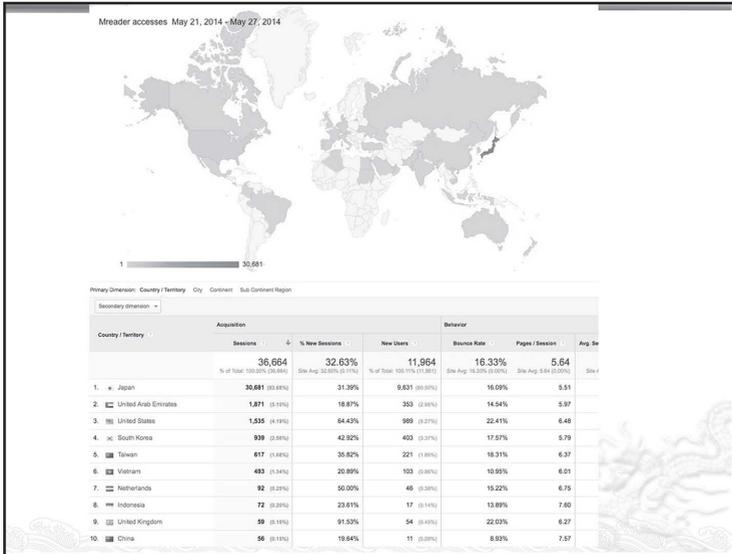
- very easy for me.
- a little easy for me
- just about right for me
- a little difficult for me
- very difficult for me

How much could you forget that you were studying and just enjoy the book?

- I always knew I was studying.
- I sometimes forgot that I was studying.
- I often forgot that I was studying.
- I completely forgot that I was studying for almost the whole book.

Reading Improvement by class level





Xreading.com



Words Read	Percent Read	Reading Time	Reading Speed
3934.8	62.8%	20:40:45	269.7 w/m

Tom Robb 

Sign out

Classes Assi

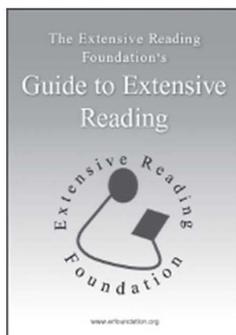
Classes

Student Data

Student	Student ID	Classes	Number of Books	Avg. Book Level	Total Words	Words Read	Percent Read	Reading Time	Reading Speed	AVG Quiz Score	Average Book Rating
Tom StudentTwo Robb	234567	Active English	0								☆☆☆☆
ROBB TomStudent	633101314	Active English	4	1.0	10357.5	3934.8	62.8%	20:40:45	269.7 w/m		★★☆☆

Guide to Extensive Reading

<http://erfoundation.org/wordpress/useful-resources>



References

- ◆ Day, R. R., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge: Cambridge University Press.
- ◆ Robb, T. (2002) Extensive Reading in the Asian Context -- An Alternative View, *Reading in a Foreign Language* 14.2. <http://nflrc.hawaii.edu/rfl/October2002/discussion/robb.html>
- ◆ Robb, T. (2010) A Digital Solution for Extensive Reading, In *Bringing Extensive Reading into the Classroom* (Chapter 10), Oxford University Press.
- ◆ Robb, T & Kano, M (2010) 学生の授業時間外の英語学習時間の増大と英語力の向上(Improvement in English by increasing extramural study time.) Japan University Association for Computer Education. http://www.juce.jp/archives/ronbun_2010/02.pdf
- ◆ Robb, T. & Kano, M (2013) 授業時間外の学習時間の増大による英語力の向上, *大学教育と情報 2012年度 No.4* (通巻141号) p. 17-19. http://www.juce.jp/LINK/journal/1302/pdf/03_01.pdf
- ◆ Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234-247. <http://nflrc.hawaii.edu/rfl/October2013/articles/robb.pdf>

Websites

- ◆ <http://erfoundation.org>
Official website of the Extensive Reading Foundation
 - ◆ <http://mreader.org>
ERF-sponsored quiz website
 - ◆ <http://er-central.com>
Information about ER, reading & listening activities
 - ◆ <http://xreading.com>
Online readers & quizzes. (有料)
 - ◆ <https://sites.google.com/site/erfgelist/>
ERF Graded Reader List
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Thank you!

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