

**Q: 中学校で多読はどうやって取り入れたらいいの? How I thought it is difficult to introduce ER in junior high school because the students don't know many words. How do I introduce ER and prepare books in JHS?**

**A:** For junior highs I recommend graded (or leveled) readers (mostly picture books) written for very young English native speakers who are learning to read. These days there are also many kinds of story books and photo books for non-native young learners too. Get samples and choose age-appropriate and right level books. There are many levels, both fiction and non-fiction. Avoid higher levels or books with a lot of text on each page. I recommend the following:

Publisher	Series	Recommended Levels
Cengage Learning	Our World Readers	1, 2, 3
Macmillan	Macmillan Children's Readers	1, 2, 3
Macmillan	Macmillan Factual Readers	1, 2
Oxford	Oxford Reading Tree	1, 2, 3 (maybe also 4, 5 )
Pearson	Story Street	1, 2, 3, 4, 5, 6
Pearson	Penguin Kids	1, 2, 3
Seed Learning	Kids' Classic Readers	1, 2 (maybe also 3, 4 )
Seed Learning	Compass Readers	1, 2 (maybe also 3)

Those books are very attractively designed with many colorful pictures and / or photos, which help comprehension greatly. Check out Scholastics BookFlix, an online literacy resource with videos too.

Also recommended highly is the Foundation Readers by Cengage Learning. Appropriate levels are 1,2,3 and maybe 4. This series was written specifically for young Japanese learners, very easy to read, and popular among junior-high, senior-high and college students. Level 1 is written using only 75 headwords, yet the stories are fun to read.

You could use part of your class time for free reading of such books I recommended above. Let them read just freely. Tell them they don't have to understand every word, and that there will be no comprehension questions or tests. If you want to have them keep a simple record of the books they read, do so. Think of activities if time allows, for your students to enjoy. If using class time is difficult, make a "book club" and make time for them to read after class or during recess.

Usually for ER, students are supposed to choose a book they can understand more than 98 % without dictionary, but for junior highs, this can be more flexible. If they can enjoy the books and want to read more, that is good enough. In my opinion, the most important goal for junior highs is for them to develop a liking for reading. If they attain this goal, they will keep reading in high school too, and that is the most important thing, I believe.

(山中純子 Junko Yamanaka 2016)

**Q: 英語学習初心者におすすめの多読用教材はありますか？ Any recommendation of books or website articles for beginners like 1<sup>st</sup> year students in junior high schools or those who have difficulties in reading alphabet?**

**A:** Reading materials need to be comprehensible, but I'm struggling in finding basic ones for them. Use the lowest level(s) of the readers I recommended above in the answer to Question (1). I also highly recommend Apricot Picture Book Series written by Mikiko Nakamoto. Excellent books with CDs for children and junior highs.

(山中純子 Junko Yamanaka 2016)

**Q: 自分のレベルより難しい本を読みたがる生徒にはどう対処したらいいですか？ How do you recommend easier books to students who want to read too difficult books for them? Some students want to read the books their friends read, but their levels of English are different.**

**A:** You need to tell your students that the benefit of ER comes from reading material that they understand 98% or more. They need to be informed why they are doing ER and what is the best way to benefit from it. Input needs to be “comprehensible”, and fluency can be developed only by “fluent” reading. (If you read difficult material slowly, fluency will not be nurtured) Students should always select “**easy** and **enjoyable**” books that they can read with fluency. I tell my students to read “very easy” books, “very, very easy” books or “very, very, very easy” books! (But they need to be *enjoyable*) Your students can of course try the book their friends read, because “wanting to read” is fantastic, but if they find it difficult, tell them they should do **塩漬け** (shio-zuke) and try the book later when they feel comfortable with it.

(山中純子 Junko Yamanaka 2016)

**Q: 中学生に多読を宿題とすることについてどう思われますか？ Do you think homework of extensive reading you do can be a burden if junior high school students do the similar thing?**

**A:** Do you mean reading a book at home and turning in a book report? If the books they check out are appropriate levels that they can enjoy, for example those books I mentioned in answers to Question 1 and 2, it is possible, I think. However, the book report or any task required should be very easy, non-threatening and not time-consuming. It would be nice if it is something even enjoyable to do, such as creating a simple book introduction card with some illustration, for example.

(山中純子 Junko Yamanaka 2016)

**Q: 一年の中でいつ多読を始めたらいいでしょうか？ When do teachers introduce Extensive**

## Reading class in schools?

**A:** For JHS, SHS and college, I recommend starting ER in the first year. Then students can continue ER for two more years. The more time, the more language input.

(山中純子 Junko Yamanaka 2016)

**Q:** 小学生レベルの生徒にはどうやって多読を導入したらいいでしょうか？ *What suggestions do you have for mid-beginners of elementary students for extensive reading?*

**A:** Do you mean elementary school students or elementary level students? Does mid-beginner mean not a true beginner? Either way, I recommend using an audio CD attached to the reader. Reading and listening to the story at the same time or listen to the CD after the book is read. Beginning students need audio support. Also suggested is using easy picture books. Pictures and photos support comprehension.

(山中純子 Junko Yamanaka 2016)

**Q:** 多読授業を始めるためには費用がどれほどかかりますか？ *How much are the initial start up costs of implementing a side reader/ ER program at my school?*

**A:** It depends on how you design your program, but typically the number of books you need would be about three times the number of your students. If you have 30 students, you will probably need 90, and 100 would be a good number to cover lost and damaged books. Currently, starter or level 1 books (graded readers) cost about ¥700 each (See catalogs or websites) However, if your budget is limited, you might need to start with fewer books, and in such a case one book per student is acceptable. ERF Guide advises it is wise to spend only 80% of your budget initially and spend the rest to adjust your library once you know what materials are most needed. For more information, see *The Extensive Reading Foundation's Guide to Extensive Reading*, pp.5-6.

[http://erfoundation.org/wordpress/wp-content/uploads/2013/08/ERF\\_Guide.pdf](http://erfoundation.org/wordpress/wp-content/uploads/2013/08/ERF_Guide.pdf) (in English)

[http://erfoundation.org/ERF\\_GuideJ.pdf](http://erfoundation.org/ERF_GuideJ.pdf) (in Japanese)

(山中純子 Junko Yamanaka 2015)

**Q:** 多読と精読の両方が必要と思われませんが、バランスはどうしたらいいですか。 *I am wondering about the balance between extensive reading and intensive reading. Both types of reading are necessary to foster students' reading abilities.*

**A:** Question (2) and (3) are interrelated. When the students know between 90% and 98% of the words on a page, it is intensive reading, in which the reading is at an 'instructional' level. Students can learn new words and grammar. However, they need to look up many words to understand the text better. In intensive reading, students use a given text, so they cannot

control the level or content. It can be very frustrating to low ability students. With only intensive reading, it is generally difficult for students to build fluency or to feel reading enjoyment. Since reading is a skill, it is not something that can be 'instructed' in the strict sense of the term. Students learn to read by reading. It is best for students to be able to choose the right level and content by themselves so they can read quickly and enjoyably. That is why extensive reading is crucial. If ER is successfully done, students will gain fluency, develop a liking for reading, go on reading by themselves and challenge more difficult levels, to the point where intensive reading instruction will not be necessary. Personally, I am hoping there would be more opportunities for free voluntary reading for students in the Japanese EFL environment.

Actually, once extensive reading gets rolling, it can enhance students' intensive reading because of their increased fluency. Likewise, when intensive reading enhances students' vocabulary and grammar, that should help them enjoy higher level ER books. It would be ideal if ER and IR could support each other like that.

(山中純子 Junko Yamanaka 2015)

**Q: 多読において未知語が2%以上あっても有効ですか？ *Can readings with more than 2% new words be useful?***

A: As I mentioned in the response to Question (2), when the students know between 90% and 98% of the words on a page it is at an 'instructional' level. At this level students can learn new things—new words and grammar. Below 90% (one unknown word in 10) however, the reading becomes frustrating and slow. It requires a lot of dictionary use, and comprehension suffers badly. It is in the 'reading pain' zone, where students can get de-motivated. I think this level is just too hard and should be avoided.

Therefore, yes, reading with more than 2% but less than 10% new words can be useful in the sense that students can learn new words and grammar, but we should avoid using material with more than 10% unknown words because it can be too painful and de-motivating for students.

(山中純子 Junko Yamanaka 2015)

**Q: 多読の授業でパフォーマンステストをさせるのは適当でしょうか？ *If in the test, is it possible to do a performance test? Which points should teachers care about?***

A: We're not sure exactly what you mean by "performance test". Ideally, teachers take some time during sustained silent reading time to observe the students. In this way, teachers can note those students who have very little reading stamina (falling asleep, pretending to read, but just staring at the same page, etc.) and counsel them on an individual basis.

If a test is administered to see if students are able to read a minimum level of text, the teacher would focus on the main elements of the story, but not specific details. The aim is to determine

whether students actually read and understood the story. The questions shouldn't be answerable without having read the story: a common problem is that questions are so basic that students can answer them even before reading the story; other times, the illustrations provide enough information for the questions to be answered.

**Example: Sarah's Surprise, Foundations Reading Library, Level 1, 526 words total.**

Good questions for Sarah's Surprise:

1. Why didn't Sarah ask the owner for help?

This is a good question because the main problem in the story arose due to the fact that the owner wasn't there.

2. Why did they call the police?

This is a good question because students need to have read the story to answer it.

3. Why didn't the police take the man Sarah told them about to jail?

This is a good question because it doesn't answer the previous question.

Bad Questions for Sarah's Surprise:

1. What color was the man's shirt?

This is a bad question because it's too specific, it could be answered by looking at the pictures, and it isn't relevant to the development of the story.

2. What did the customers, before the man who took the sandwiches, order?

This is a bad question because it's too specific, it could be answered by looking at the pictures, and it isn't relevant to the development of the story.

3. How did Sarah feel?

This is a bad question because it's too vague, the answer is provided in the title, and there are too many other possible answers depending on what part of the story you are referring to: nervous because it was a new job, angry because the man didn't pay for the sandwiches, surprised because the man was the owner's husband.

Mathew White & Sophie Muller (2014)

**Q: 高校生の多読に適切なフィクションには何がありますか？ What fiction books would or could be good for 16-17 year olds?**

**A:** This question is impossible to answer as such as we believe that students' reading preferences and reading levels are the key factor in recommending books. If you could look at the handout entitled "Books Mat's Students Gave 5 Stars (out of 5)!", you would notice a wide variety of genres and levels, even though the students are all the same age (1<sup>st</sup> year university). In the SSS Student Reading Notebook (<http://www.amazon.co.jp/exec/obidos/ASIN/4902091267/mitcht-22/ref=nosim/>), there is a global rating for each book listed that could be useful.

Mathew White & Sophie Muller (2014)

**Q: 多読のレベル別にタイトルを表示したウェブサイトを教えてください。Tell me website list of extensive readers classed by level, please.**

**A:** Here is the website that started the Yomiyasusa Level (YL) system:

<http://www.seg.co.jp/sss/review/osusume.html>

Here is another one that might be helpful as well:

<http://orchard.ee.toyota-ct.ac.jp/tadokunavi/index.php>

SSS Student Reading Notebook has all the graded readers organized by YL, as well as many non-graded readers:

<http://www.amazon.co.jp/exec/obidos/ASIN/4902091267/mitcht-22/ref=nosim/>

Mathew White & Sophie Muller (2014)

**Q: 多読を始めるにあたり、レベル別のシリーズはどれ位そろえる必要がありますか？How much do I need if I get graded reader series?**

**A:** The Extensive Reading Foundation's *Guide to Extensive Reading* has an equation to help with this:

number of ER classes  $\times$  number of students per class  $\times$  number of books per student  $=$  the number of books needed

For example, if you have 4 ER classes each with 30 students, who each need 3 books to select from, you need 360 books:  $4 \times 30 \times 3 = 360$ .

You can find the guide at:

[http://erfoundation.org/ERF\\_Guide.pdf](http://erfoundation.org/ERF_Guide.pdf)

Mathew White & Sophie Muller (2014)

**Q: 多読の授業で評価の方法を教えてください。Tell me about grading the students and more about the class dynamics.**

**A:** For us to be able to answer this question we need to know more about your teaching context and your goals. A good resource to find answers for yourself is *The Book Whisperer* by Donalyn Miller. In terms of class dynamics, what we introduced as successful elements of an ER program are the key elements to our class dynamics: lots of time to discover and read books, a community of readers talking and recommending books to one another, and students making time to read outside of class.

D. Miller's second book, *Reading in the Wild*, will give other perspectives on the topic.

Mathew White & Sophie Muller (2014)