

1. **Jr. & sr. high instructors—tremendous impact** on student attitudes toward foreign languages and the place students make for other languages and cultures in their lives.
2. **First conclusion:**
 - ✧ *If we are serious about helping our students reach their potential and make their English learning experiences as rewarding and effective as possible, we have to be serious about helping them get as much engaging, understandable English input as possible.*
 - ✧ *One of the best ways of doing this is through an extensive reading (ER) program.*
3. **Extensive reading program defined:** voluntary or mandatory program (more likely a mix of the two) that encourages/pushes students to read English novels, short stories, comics, non-fiction, magazines, etc. in **amounts they'd never imagined possible.**
4. **Key characteristics of an extensive reading program:**
 - ✧ **Students read A LOT!** As much as practical/possible.
 - ✧ **A variety of materials are available.** Wide variety of genres, written for beginner to advanced.
 - ✧ **Reading materials are EASY for the students.** Emphasis on fluent reading—high speed, good understanding, minimal dictionary use (like L1). Students gradually step up through the levels.
 - ✧ **Students select what they read.** From school library, classroom shelves/bookwagon. Guidance OK.
 - ✧ **Reading anytime, anywhere—home, school, bus, bed.** Mostly out of class = You can still teach English lessons! Occasional in-class reading or talking about books. Affirms importance of reading.
 - ✧ **Reading for pleasure, information, understanding.** That's the goal as they read.
 - ✧ **MOST reading time is spent actually reading.** Follow-up exercises (WORK) kept to a minimum.
 - ✧ **Teachers explain goals & methodology, track student reading, and guide students to get the most out of the program.** Setting aggressive, but realistic reading goals, collecting evidence of completed reading, talking with students regularly about reading.
 - ✧ **The teacher is a reader, too.** Active member of classroom reading community, modeling reading and rewards of being a reader—can be seen reading, gives frequent book recommendations, etc.
 - ✧ **Reading in English becomes a NORMAL activity.** Like pulling out a Japanese comic or paperback. Adapted from Day & Bamford (1998). *Extensive reading in the second language classroom.* CUP.
5. **Second conclusion and source of talk title:**
 - ✧ *Only through maximizing their out-of-class English intake (input through high volume, engaging, easy reading), can our students make best use of the English lessons we provide in conversation, grammar, reading skills, vocabulary, listening skills, etc.*
 - ✧ *Conversely—The less our students read and listen in English, the less effective our lessons become.*
6. **Art Lesson—technique and appreciation.**
 - ✧ Need larger context (whole picture) to understand & appreciate individual techniques and details.
 - ✧ Exclusive focus on individual techniques & details ⇒ • dry, technical, • irrelevant to intellectual and emotional lives, • attractive only to experienced hand (instructor), • too few paintings to develop skill in interpreting style, meaning, etc., and too few to see techniques used in various ways.
7. **Parallels with language teaching & learning.**
 - ✧ Exclusive focus on grammar points, idioms, sentences, short conversations, paragraphs ⇒ • limited opportunity to enjoy fully developed stories/descriptions, • limited chance to discover how language points function.
 - ✧ Learners need chances to see the the foreign language adding meaning, enjoyment and value to their lives now, even while at low levels. Need LOTS of exposure to MANY engaging, longer stories, meeting words, phrases, grammar points repeatedly and developing a useful sense of how these language points are used to express meaning in various contexts for various purposes. So in a way, if our students focus exclusively on detail, it can actually hurt their chances of learning these details in any kind of useful, integrated way.
 - ✧ Can't teach everything. 5,000–10,000 word families, the multiple meanings and uses, collocations, rhetorical structure, etc. etc.—overwhelming. Advanced learners have picked most L2 knowledge from reading and listening while following own interests and studies.
8. **Reading—major route to growing native language.** “Read as much, as often, and as early as possible.”
9. **Studies show ER in second language having strongly positive effects on...**
 - vocabulary development, • grammar development, • reading speed & comprehension, • general sense of language, • writing proficiency, • speaking ability, • listening skills, • confidence with extended texts, • enjoyment of 2nd language, • cultural literacy, • performance on language tests, • global proficiency.

10. **Japan—center of ER research & interest.** Number of programs increasing at all levels. Example: Prof. Sakai & (SSS) ER Study Groups—one million words per year. Great success.
11. **Why still so few schools with ER programs? Some possibilities:**
 - ✧ Don't make clear distinctions between intensive and extensive reading. *Important differences.*
 - ✧ Don't think students capable of ER—only for relatively advanced learners. *Readers available for all.*
 - ✧ Think motivated students will employ effective strategies on their own. *Could, but ...*
 - ✧ Assume that intensive study is sufficient for motivated students. *Long, hard road.*
 - ✧ Believe we can't demand sufficient amount of reading for effective ER. *Challenging but w/in reason.*
 - ✧ Not enough time or money. *Various ways to accomplish.*
12. **ALTs & ER—important roles to play.**
 - ✧ Sharing load of organizing, promoting, running program.
 - ✧ Reading as a resource for communication in & out of classroom—talking about stories, recommendations, etc.
 - ✧ ALTs ideal models of reading as a valid activity.
13. **ER Resources (info, examples, advice, etc.)**
 - ✧ *The Extensive Reading Pages* <<http://www.extensivereading.net/>>—articles on ER, starting and running a program, annotated bibliography, discussion group, links, etc. Many participants based in Japan and Asia.
 - ✧ ER resources from Oxford U. Press <<http://www.oup-readers.jp/teachers/>> Including two free, downloadable booklets:
 - *The How and Why of Using Graded Readers*, by Rob Waring (English or Japanese)
 - *Using Graded Readers in Japan* (examples of how schools are implementing ER, from jr. high to university).
 - ✧ Other publisher websites with resources for teachers and students:
 - Cambridge U. Press <<http://www.cambridge.org/elt/readers/>>
 - Penguin <<http://www.penguinreaders.com/>>
 - Macmillan <<http://www.macmillanenglish.com/default.aspx?id=117>>
 - Richmond <<http://www.richmondelt.com/richmondspain/bookshelf/>> Several readers are free downloads.
 - ✧ SSS Extensive Reading Study Group <<http://www.seg.co.jp/sss/>> Information on language learning through extensive reading. Large database of books with ratings, reviews and length estimates. Community bulletin boards, links, etc. All in Japanese, but English summary at <<http://www.seg.co.jp/sss/english/index.html>>.
 - ✧ *Rob Waring's Extensive Reading Resources* <<http://www1.harenet.ne.jp/~waring/er/index.html>>.
 - ✧ *Stephen Krashen's Website* <<http://sdkrashen.com/main.php3>> Articles, bibliography, etc. Many related to reading.
 - ✧ *The Edinburgh Project on Extensive Reading* <<http://www.ials.ed.ac.uk/eper.html>> For expert advice, tools, and materials needed to set up an extensive reading program.
 - ✧ Some books on extensive reading:
 - *Extensive reading in the second language classroom*, by Day & Bamford, (1998) Cambridge University Press.
 - *Extensive Reading Activities for Teaching Language*, edited by Bamford and Day, (2004) Cambridge University Press.
 - *The Power of Reading (Second Edition)*, by Krashen (2004) Heinemann.
 - *Toward One Million Words and Beyond*, by Sakai, (2002) Chikuma-sho bo (in Japanese).
 - *Let's Start One Million Words Extensive Reading From Today*, by Furukawa & Kawate, (2003) Nihon Jitsugyou (in Japanese).
 - *Toward One Million Words for Beginners*, by Furukawa & Ito, (2005) Cpsmopier (in Japanese).
 - *Reading a Million Words in the Classroom*, by Sakai, (2005) Taishukan (in Japanese).
14. **Listening/viewing also useful as companion modes of input.**

Each modality has its advantages and disadvantages. Listening/viewing becoming more practical and portable. Readers available on CD. Other resources becoming available in various formats (online, software, CD/DVD).