

Article



<https://doi.org/10.52696/LPGE8756>

Reprints and permission:

The Malaysian English Language Teaching Association

Corresponding Author:

Kazuma

fujii@vos.nagaokaut.ac.jp

Practice and Effect of Extensive Reading Marathon at a Japanese Engineering University: Teacher-Student Collaboration for Autonomous Reading

Kazuma Fujii

Nagaoka University of Technology, Japan

ABSTRACT

This paper discusses a learning project that aims to foster students' autonomous English learning, called the Extensive Reading Marathon (ERM). The project establishes extensive reading (ER) as a foundation to encourage students to learn English outside the classroom through teacher-student collaboration. ER was adopted as part of the author's English class, and an English reading circle was created for students who wished to practice ER outside the classroom, under the initiative of student leaders. Thus, ERM is a practice that links teacher-led in-class ER to student-led out-of-class ER to form autonomous English learning habits for Japanese EFL students. A total of 173 Japanese engineering university students participated in the in-class ER, and 521 students participated in the out-of-class reading circle during the nine months of the project. Despite some issues in fostering autonomous learning habits for all students, this collaborative initiative was effective in promoting autonomous English learning; specifically, there was an increase in average reading amount compared to the previous year, and four students met the goal of 300,000-words ER, which had not been achieved in the previous year.

KEYWORDS: Extensive reading, autonomous learning, teacher-student collaboration, reading circle

Introduction

Research suggests that exposure to comprehensible input is indispensable in foreign language learning (Krashen, 2004). However, finding a practical method to overcome the lack of language input is a challenge for teachers involved in foreign language teaching. This problem is more serious in the English as a Foreign Language (EFL) environment, where students usually do not have adequate exposure to English. Considering engineering students at *Kosen* (technical college) in Japan as an example; *Kosen* is a Japanese five-year engineering higher educational institution for students aged 15 to 20 years, and has a curriculum in which engineering and its basic subjects, such as mathematics and physics, are emphasized. This arrangement leaves time for approximately

371.3 hours of English lessons in five years, which is roughly two-thirds of the 554.2 hours of English lessons in three years in Japanese high schools, attended by students aged 15 to 18 years (Fujii, Murakami, & Aota, 2016). According to Brown and Larson-Hall (2008), native English speakers require 2,400 to 2,760 hours to learn Japanese; similarly, learning English in class time alone is insufficient for Japanese students to master the language, particularly for *Kosen* students due to their additional time constraints.

This situation suggests that an effective means to guide students toward autonomous learning is required, while maintaining their motivation to learn English. In other words, English teachers should provide specific means in class for students to engage in out-of-class learning. For this, the means should be simple enough for them to work on by themselves and keep them motivated. Based on this, the present practice adopted extensive reading (ER) in English to bridge in-class and out-of-class English learning at a national engineering university in Japan, where 80% of students are transferred from *Kosen*. ER provides not only comprehensible language input (Day & Bamford, 1998; Nation & Waring, 2019) but also opportunities to learning outside the classroom (Nation, 1997), which is considered suitable in engineering universities. In this practice, the first 15 minutes of the author's classes were devoted to ER. Further, a reading circle was established and operated from April to December 2019, as a place to encourage out-of-class ER and promote autonomous English learning. In-class ER was conducted by the author for all the students in his class, and out-of-class ER was conducted by student leaders after school. This initiative, which attempts to engage students in autonomous learning with collaboration between teachers and students, is referred to as the "Extensive Reading Marathon" (ERM). This paper examines the following three research questions (RQs) through nine months of the practice of ERM:

RQ1: How much English did Japanese EFL university students read, through the ER practice, in nine months?

RQ2: Do Japanese EFL university students maintain their motivation to read English autonomously for nine months?

RQ3: How did Japanese EFL university students who read 300,000 words in nine months engage in ER?

The three RQs were explored based on data obtained from ERM practice. Specifically, RQ1 was examined based on students' reading logs for nine months. RQ2 was addressed by investigating the number of voluntary participants in the reading circle. RQ3 was explored through an analysis of the text data of the three students who reached the goal of ERM, reading a total of 300,000 words.

Literature Review

Clarification of Extensive Reading

ER is defined as an independent and silent reading of an extensive number of books that are at the right level for the reader (Nation & Waring, 2019, p. 5). The following ten principles for teaching ER by Day and Bamford (2002) clarify what ER is in more detail: (1) the reading material is easy;

(2) a variety of reading material on a wide range of topics must be available; (3) learners choose what they want to read; (4) learners read as much as possible; (5) the purpose of reading is usually related to pleasure, information and general understanding; (6) reading is its own reward; (7) reading speed is usually faster rather than slower; (8) reading is individual and silent; (9) teachers orient and guide their students; (10) the teacher is a role model of a reader.

Along with these, the three ER principles outlined by Sakai (2002) are used as influential guidelines in ER practices in Japan. The three principles are as follows: (1) read what you can enjoy without a dictionary; (2) skip unknown words; (3) read books of interest. These student-friendly principles have succeeded in lowering the mental barrier for many English students regardless of their proficiency level or age, and have provided enjoyable exposure at the right level, contributing to the spread of ER in Japan (Takase, 2010).

The Effects of Extensive Reading and Reasons for Adoption

The spread of ER has produced many empirical findings on its effects. Previous studies have shown the positive impact of ER on reading speed (Bell, 2001; Fujita & Noro, 2009; Mason & Krashen, 1997; Tanaka & Stapleton, 2007), reading comprehension (Bell, 2001; Elley & Mangubhai, 1981; Hafiz & Tudor, 1989; Mason & Krashen, 1997; Tanaka & Stapleton, 2007), vocabulary (Cho & Krashen, 1994; Day, Omura, & Hiramatsu, 1991; Pitts, White, & Krashen, 1989), spelling (Polak & Krashen, 1988), writing (Elley & Mangubhai, 1981; Hafiz & Tudor, 1989; Mason & Krashen, 1997), motivation for reading or learning (Mason & Krashen, 1997; Mohd Asraf & Ahmad, 2003; Takase, 2012), and standardized test scores such as the TOEIC test (Nishizawa, Yoshioka, & Fukada, 2010; Nishizawa, Yoshioka, & Ito, 2013).

It has also been claimed that a certain amount of reading is needed to gain greater benefits from ER, meaning that ER must be conducted continuously over an extensive period (Nishizawa, Yoshioka, & Ichikawa, 2017). However, there may be cases where providing a long and continuous period of ER is impossible due to the restricted curriculum or the change of teachers in the long term. In this case, an effort to provide opportunities and encourage students to read autonomously must be made. The specific methods or practices, however, have not been fully addressed by the current literature, despite being an important area of research to enhance the effectiveness of ER. The present study has explored this area.

ER was adopted in this project because it not only leads to English improvement through an immense amount of input, as previous literature suggests, but also provides an opportunity to learn outside the classroom (Nation, 1997). From the perspective of engineering EFL university students, the following four points are more specific reasons for ER adoption. First, most of them lack exposure to English (Fujii, Murakami, & Aota, 2016). Second, as they are supposed to choose a book of their interest at the right level to read at their own pace in ER (Day & Bamford, 2002), they can read, for example, engineering-related books in their spare time, also aiding self-learning. Third, as they are supposed to keep their reading logs in ER (Takase, 2010), they can continue to read seamlessly after class if their in-class reading time was short. Fourth, as some previous studies have shown, the positive impact of ER on engineering *Kosen* students (Nishizawa, et al., 2010; Nishizawa, et al., 2013; Nishizawa, et al., 2017); hence, ER was expected to be effective for the participants of the present study, 80% of whom were transferred from *Kosen*.

Method

Outline of Extensive Reading Marathon

The ERM was conducted at a national engineering university in Japan and was divided into two parts: in-class ER and out-of-class voluntary ER. In-class ER was conducted by the author, while out-of-class ER was planned and run by student leaders. The goal of this collaborative initiative between teachers and students was to read a total of 300,000 words in nine months while forming an autonomous English reading habit. While all undergraduate students in the author's class were required to undertake in-class ER, autonomous ER was organized after school by several student volunteers, and participation was voluntary. The project was conducted from April to December 2019, except for the summer vacation in August. This duration corresponded to two semesters (the first semester is from April to July and the second semester is from September to December) for the students.

There were two reasons for setting 300,000 words in nine months as the goal. First, in ER programs targeting Japanese EFL students, 300,000 words are claimed to be a threshold for gaining the pronounced effects of ER (Nishizawa, et al., 2010). Second, it can be presented to the students as the goal of a pseudo-one-month study abroad experience based on Nishizawa et al. (2013), who argued that three-million-words ER has approximately the same effect on English improvement as a 10-month study abroad experience in terms of the TOEIC score.

In-class ER

After the instructions for ER were given in the first week of each semester, from the second week onward approximately 15 minutes from the author's classes were devoted to Sustained Silent Reading (SSR) for undergraduate juniors. The students borrowed English books from the university library based on their interests and linguistic levels, and brought them to class for the 15-minute ER. During ER, the author paid attention to whether they had chosen books within their linguistic competence by watching the speed at which they turned the pages and moved their eyes. If their reading speed seemed too slow, different books or ER book series that would better suit their linguistic level and interests were recommended.

SSR sessions were conducted 14 times each semester, meaning approximately 210 minutes (3.5 hours) in one semester, and 420 minutes (7 hours) in two semesters. Most of the students who took the author's class were different between the first and second semesters and had a semester-long ER. If students read at a pace of 100 words per minute (wpm), their in-class reading amount reached 21,000 words at the end of a semester. This amount is not enough to gain the full effects of ER and form autonomous English learning habits, based on previous research (Nishizawa, et al., 2010). The students were encouraged to continue ER outside the classroom to have a pseudo-one-month study abroad experience by reading 300,000 words of English autonomously.

Out-of-class ER

To compensate for the lack of time in classroom ER sessions and provide students with a place to read autonomously, a reading circle was created to link in-class ER to out-of-class ER. To this end, an introductory session was held for students who were interested in April 2019. Approximately 55 students participated in the session, and the purpose of the circle was conveyed. The participants were informed that this activity would be organized by the students and required leaders to plan and run the activity. After the session, three undergraduate juniors volunteered to become leaders, establishing a scheme for collaborative ER practices between the teacher and students to bridge in-class reading and out-of-class reading. Before beginning the first session of the reading circle, a meeting was held between the three student leaders and the author to establish that the circle was entirely student-run, and that the specific contents in the circle should be decided by the leaders, who can meet participants' needs from the students' perspectives.

The leaders decided to run a 60-minute activity four times a week from 6 p.m. to 7 p.m. They also decided that the first half of the activity was for ER and the second half was for interactive activities, such as reviewing a book in English and sharing new words or phrases they learn from a book. Any participant could attend the circle without prior notice, and they were free to enter and leave during the session. While in-class participants were undergraduate juniors, out-of-class participants included graduate students as well as undergraduates, and many of them participated repeatedly during the nine months.

Eventually this practice became popular around the university campus. University authorities acknowledged its significance and began providing hourly pay to student leaders for the activity from September 2019 onward. This improved treatment attracted three new leaders: one international student from Malaysia and two from Vietnam, all at a highly advanced English level. The new leaders conducted activities in fluent English and added variations in the activities in the second half of meetings, such as role-plays, quizzes, and wordplay games, or chatting in English (Table 1). These interactive activities gave participants a place to improve each other's skills and stimulate learning English from the leaders and other participants. Additionally, these activities may have connected language input by ER to output practice. In other words, these interactive activities may have helped change the students' awareness from "English to use someday" to "English to use today."

Table 1. Activity Outline of the Reading Circle After School

Period	April-June (1st semester), September-November (2nd semester)
Frequency	4 days a week (except the days before examinations)
Time	6 p.m. to 7 p.m.
Activities	First half: ER; Second half: quizzes, role play, conversations, book review, etc.
Management	3 domestic students (volunteers until Sep., paid from Oct.), 3 international students (paid)

Results and Discussion

Reading Amounts

Table 2 shows the results of the students' reading amounts per semester in 2019. The data from 2018, when the out-of-class reading circle was piloted and ER was primarily done in-class, are also included in the table for comparison. The values represent the sum of in-class ER and voluntary out-of-class ER for each semester. Table 3 presents the number of students who read a total of 20,000, 50,000, 100,000, 200,000, and 300,000 words in nine months in 2019 and 2018, respectively, indicating that four students (three domestic and one international) reached the goal of 300,000 words in 2019.

The results indicate that the students read an average of approximately 60,000 words per semester, and if simply added up, approximately 120,000 words in two semesters through ER inside and outside the classroom. The reading amount significantly increased from 2018 in both, the first ($t(116.0) = 8.66, p < .001, d = 1.35$) and the second semester ($t(106.0) = 5.39, p < .001, d = 0.85$), which may represent the positive effect of running a reading circle. In fact, as reading for 15 minutes in each class is not sufficient to reach the goal of 300,000 words, the results suggest that at least some students achieved the goal of engaging in autonomous reading.

Table 2. ER Results

Year	Semester	<i>n</i>	Average	Max.	Min.	Median	SD
2019	1	88	57,618	223,476	9,710	46,188	39,988
	2	85	59,077	351,187	9,068	57,296	48,481
2018	1	141	17,776	156,703	4,613	11,962	20,516
	2	112	28,946	102,882	3,775	24,201	20,093

Table 3. Number of Students who Achieved the Goals of EERM

Year	20,000 words	50,000 words	100,000 words	200,000 words	300,000 words
2019	140	88	32	6	4
2018	85	32	7	1	0

From the results and discussion, the answer to RQ1 can be obtained as follows: Japanese EFL university students read approximately 120,000 words through in-class and out-of-class ER in nine months.

Participation in the Reading Circle

Table 4 shows the total number of participants each month in 2019. The activities were held 38 times (first semester) and 45 times (second semester), totaling 83 times in nine months. A total of 521 students participated in the reading circle after school, meaning 6.3 participants each time on average. As illustrated in Table 4, many students participated at the beginning of each semester (i.e., April and September); however, the number gradually decreased toward the end of the semester, except in July, when the author called for active participation in his classes in response to the decreased participants. Some students said that they became busy with the assignments of their major subjects or could not maintain their motivation to learn English. Although a few students voluntarily participated in the reading circle, the total decrease in participants suggests difficulty in maintaining English learning motivation for longer periods, even for those who had the motivation to learn English at the beginning. A better form of practice that can maintain motivation for autonomous learning must be developed in the future.

Table 4. Total Number of Participants in the Reading Circle

Introductory session	55
April	82
May	51
June	27
July	64
September	98
October	72
November	45
December	27

From the results and discussion, the answer to RQ2 can be obtained as follows:

While some students maintain their motivation to learn English for nine months, many students' motivation gradually diminishes and does not remain strong enough for autonomous reading.

Students' Experience of Extensive Reading

To investigate student experience of ER, a questionnaire survey was conducted in December 2019. The following five questions were asked using a five-point Likert scale: (1) Did you find an ER book series (e.g., *Oxford Bookworms Library*, *Cambridge English Readers*) that you liked? (2) Do you want to continue ER in the future? (3) Did you feel that ER is a suitable learning method for you? (4) Was ER fun for you? (5) Did you find an interesting book?

The results from students who answered all the questions and gave consent to participate in the survey and publish the results ($n = 66$), as shown in Figure 1. The results indicate that more than 80% of the students answered that they had encountered an interesting book through their ER experience and that they would like to continue ER. Of the total, 79% of the students felt that ER was a fun activity, 73% found an ER book series they liked, and 68% felt that ER was suitable for their English learning. Many Japanese students of English have a habit of reading by translating each word from English to Japanese, and only a few of them have had the experience of reading fluently for pleasure. The results of ER being accepted favorably suggest that it provides a new aspect of the pleasure of foreign language learning.

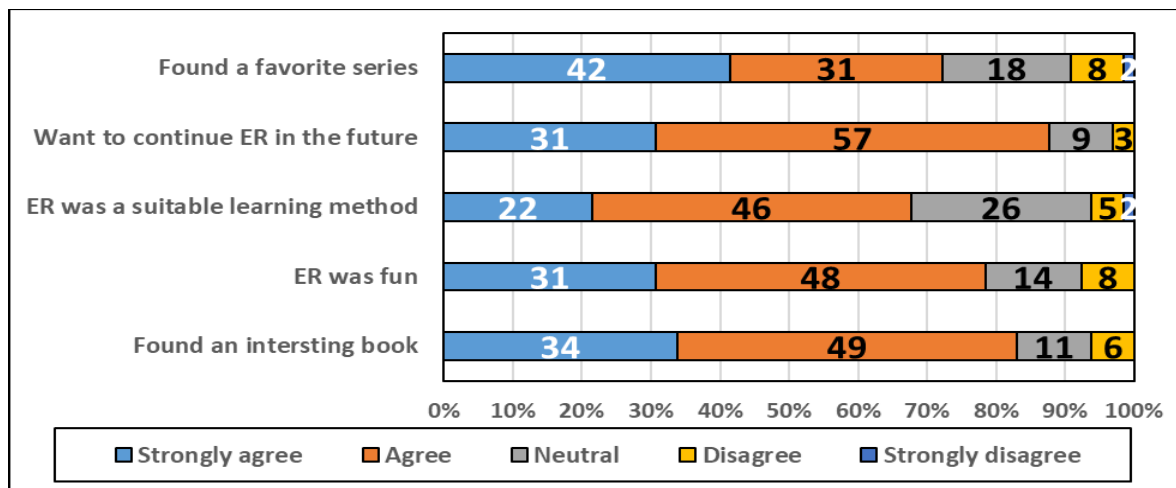


Figure 1. Results of the Questionnaire Survey

In addition to the questionnaire survey, the three Japanese students who read 300,000 words were asked to write freely on why they thought they were able to keep reading and reach that amount of words, on a B5 sheet paper. The data were collected and their consent to participate in the study was obtained. Their texts, written in Japanese, were analyzed using KH Coder, a text mining software (Higuchi, 2016). The number of sentences, tokens, and types in each student's text are shown in Table 5. After applying morphological analysis to their original texts, Japanese keywords used more than twice in each text were extracted and are listed in Table 6 with their English equivalents. While 多読 (ER), 英語 (English), and 読む (read) are common keywords among the three students, there are some words that are unique to each student. For instance, keywords such as 多聴 (extensive listening), 上げる (raise), and 次 (next) were used by Student A only. These keywords and the examination of his text suggest that the student read books while listening to the audio recording of texts, and gradually raised the level of books from easy to difficult as he became accustomed to English. Student B used the terms: YL (*Yomiyasusa Level*, readability measure of English books for Japanese learners of English, with a scale from YL 0.0 (easiest) to YL 9.9 (most difficult)), 意識 (awareness), and 目的 (purpose) were used, suggesting that they read systematically, with a purpose, and while being aware of the difficulty levels of books, based on YL. Student C uniquely used TOEIC, 点数 (score), and 上がる (rise), which suggests this student's main motivation for ER was improving their TOEIC score.

Then, correspondence analysis was conducted using KH Coder based on the keywords from the three students, and the results are shown in Figure 2 as a bubble plot.

Table 5. Results of the Collected Texts

	Sentence	Token	Type
Student A	16	503	185
Student B	15	531	200
Student C	6	500	156

Table 6. Keywords and Their Frequency (English Equivalents Are by the Author)

Student A			Student B			Student C		
Original	English	frequency	Original	English	frequency	Original	English	frequency
読む	read	9	多読	ER	8	多読	ER	13
多読	ER	7	読む	read	7	取り組む	work on	11
英語	English	5	英語	English	6	授業	class	7
多聴	extensive listening	5	YL	YL	5	TOEIC	TOEIC	6
感じる	feel	4	意識	awareness	4	英語	English	6
上げる	raise	3	学期	semester	4	読む	read	6
次	next	3	続ける	continue	4	昨年	last year	4
			目的	purpose	3	点数	score	4
						意識	awareness	3
						上がる	rise	3

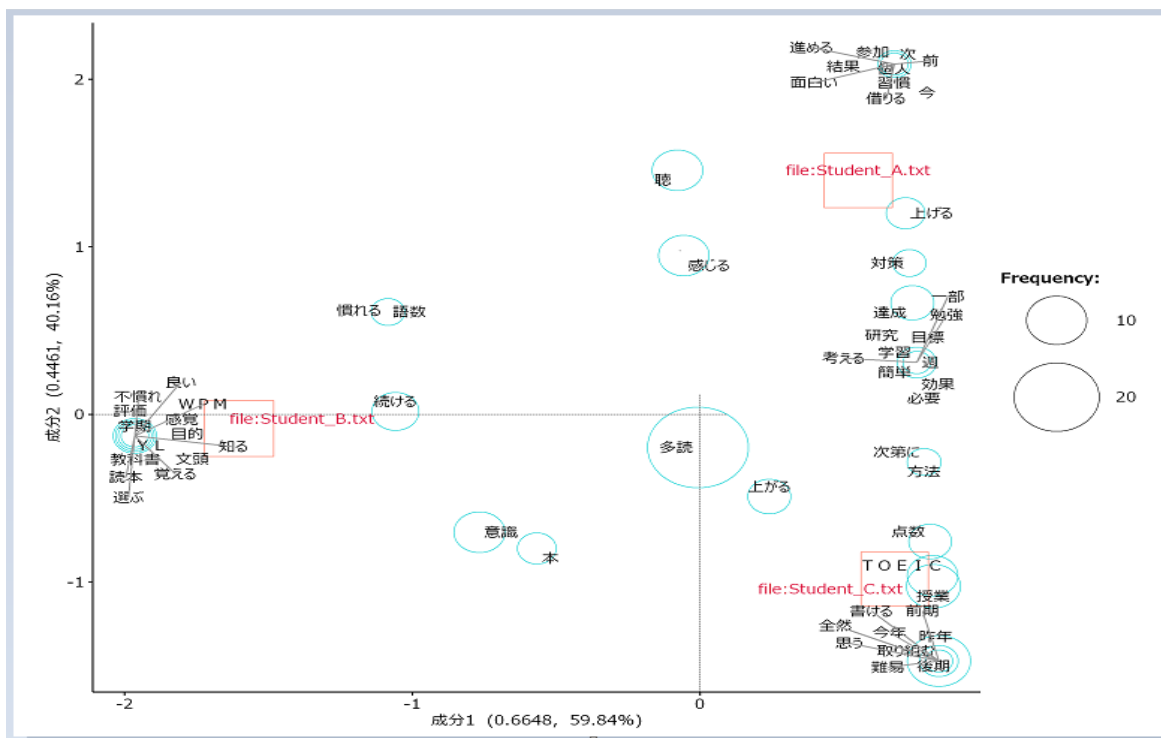


Figure 2. Response Analysis Results

Since the original text is in Japanese, the keywords in Figure 4 are also written in Japanese. The most frequent keyword, 多読 (ER), was placed in the center of the figure, and Student A was plotted in the upper right of the figure, as indicated by the red rectangle with the words, “file: Student.txt,” while Student B was plotted in the middle left, and Student C was in the lower right of the figure. The different plots of these three students indicate that they engaged in ER with different motivations, suggesting that autonomous ER may be possible if the purpose for and the practice of ER are appropriate for each student on a case-to-case basis; whether it is to improve TOEIC scores, track one’s growth systematically with an awareness of the book’s linguistic difficulty level, or read while listening to an audio recording of the book.

From the results and discussion, the answer to RQ3 can be obtained as follows:

Although specific reading methods differed, each of them engaged in ER in a way that suited them with their own purposes and awareness, using numerical values effectively, such as YL (book difficulty) and TOEIC score. This may suggest the importance of finding and enjoying a form of ER that is suitable for each individual to lead to a long-term ER.

Conclusion

In this paper, an ER project, linking in-class and out-of-class reading, and planned and organized collaboratively by teachers and students was discussed. In this project, students read approximately 60,000 words each semester, and this number had increased in comparison to the previous year. Although maintaining all students’ motivation to learn English autonomously and continuing participation remained a problem, some students kept reading to the end of the project and reached

the goal of 300,000 words in nine months. Autonomous learners' reading methods varied from case to case, but those who engaged in ER enthusiastically were likely to find a way of reading that suited them. Their specific reading styles were obtained through text mining analysis, which will serve as guidance guidelines for other students, as well as for further exploration of autonomous reading.

Some limitations of this study must be acknowledged in future research. First, participants of the reading circle gradually decreased for various reasons, including busy study schedules in their major subjects and a difficulty in maintaining motivation to learn English. As the awareness of autonomous readers toward ER varied, the factors that prevented students from continuing with ER may also vary. More research must be conducted to gain insights into autonomous learning. Furthermore, in this practice, only some of the students who experienced in-class ER voluntarily participated in the reading circle, which suggests that the reading circle attracted students who were relatively highly motivated to learn English. Increasing the motivation of all students is a challenging yet important issue that needs to be explored in the field of English language teaching, as ER needs substantial reading experience for students to gain from its effects (Nishizawa, et al., 2010).

Although this practice has some limitations, the practice of ERM, which is a collaborative effort between teacher and students, linking in and out-of-classroom English learning, is a new initiative that can be applied in the context of English education in Asia. It is hoped that this paper will be a case study for many English teachers and will be considered for adoption in other educational institutions.

References

- Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1), 1-13. Retrieved from, (<https://readingmatrix.com/articles/bell/article.pdf>).
- Brown, S., & Larson-Hall, J. (2012). *Second language acquisition myths: Applying second language research to classroom teaching*. Michigan: The University of Michigan Press.
- Cho, K., Krashen, S.D. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading*, 37(8), 662-667.
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.
- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
- Day, R.R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(2), 541-551.
- Elley, W.B., & Mangubhai, F. (1981). *The impact of a Book Flood in Fiji primary schools*. Wellington, [N.Z.]: New Zealand Council for Educational Research. Retrieved from, (<http://www2.hawaii.edu/~readfl/rfl/October2002/day/day.html> https://scholarspace.manoa.hawaii.edu/bitstream/10125/67035/7_2_10125_67035_rfl72day.pdf).
- Fujii, K., Murakami, M., & Aota, H. (2016). Numazu kousen ni okeru eigo tadoku sidou to keizoku shien no tameno uebusaito no kaihatsu [The development of website for a long-term

- extensive reading at National Institute of Technology, Numazu College]. *Reports of the Japanese Society for Engineering Education, Tokai Branch*, 10, 37-38.
- Fujita, K., & Noro, T. (2009). The effects of 10-minute extensive reading on the reading speed, comprehension and motivation of Japanese high school EFL learners. *Annual Review of English Language Education in Japan*, 20, 21-30.
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43(1), 4-13.
- Higuchi, K. (2016) A two-step approach to quantitative content analysis: KH Coder tutorial using Anne of Green Gables (Part I). *Ritsumeikan Social Science Review*, 52(3), 77-91. Retrieved from, (<http://www.ritsumei.ac.jp/file.jsp?id=325881>).
- Krashen, S. (2004). *The power of reading*. Connecticut: Libraries Unlimited.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102. Retrieved from, ([https://doi.org/10.1016/S0346-251X\(96\)00063-2](https://doi.org/10.1016/S0346-251X(96)00063-2)).
- Mohd Asraf, R., & Ahmad, I.S. (2003). Promoting English language development and the reading habit among students in rural schools through the Guided Extensive Reading program. *Reading in a Foreign Language*, 15(2), 83-102.
- Nation, P. (1997). The language learning benefits of extensive reading. *The Language Teacher*, 21(5), 13-16.
- Nation, P. (2013). *What should every EFL teacher know?* Seoul: Compass Publishing.
- Nation, P., & Waring, R. (2019). *Teaching extensive reading in another language*. New York: Routledge.
- Nishizawa, H., Yoshioka, T., & Fukada, M. (2010). The impact of a 4-year extensive reading program. In M. Stoke (Ed.) *JALT 2009 Conference Proceeding*, 632-640.
- Nishizawa, H., Yoshioka, T., & Ichikawa, Y. (2017). Effect of a six-year long extensive reading program for reluctant learners of English. *Modern Journal of Language Teaching Methods*, 7(8), 116-123.
- Nishizawa, H., Yoshioka, T., & Ito, K. (2013). Kokusai kouryu katsudou to eigo tadoku niyoru kougakukei gakusei no eigo unyounouryoku kaizen [Improving engineering students' English proficiency with international exchange activities and extensive reading]. *Journal of JSEE*, 61(1), 147-152.
- Pitts, M., White, H., & Krashen, S. (1989). Acquiring second language through reading: A replication of the Clockwork Orange study using second language acquires. *Reading in a Foreign Language*, 5(2), 271-275.
- Polak, J., & Krashen, S. (1988). Do we need to teach spelling? The relationship between spelling and voluntary reading among community college ESL students. *TESOL Quarterly*, 22, 141-146.
- Sakai, K. (2002). *Kaidoku hyakumango: peipabakku he no michi* [Reading one million words: A road to paperback books]. Tokyo: Chikuma Library.
- Takase, A. (2010). *Eigo tadoku tatyau manyuaru* [English extensive reading and listening instruction manual]. Tokyo: Taishukan Publishing.
- Takase, A. (2012). The effectiveness of sustained silent reading in becoming autonomous learners. *Kansai University Forum for Foreign Language Education*, 11, 1-14.
- Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix*, 7(1), 115-131.