An online approach to Extensive Reading in an English for Academic Purposes curriculum

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Challenges implementing Extensive Reading (ER)

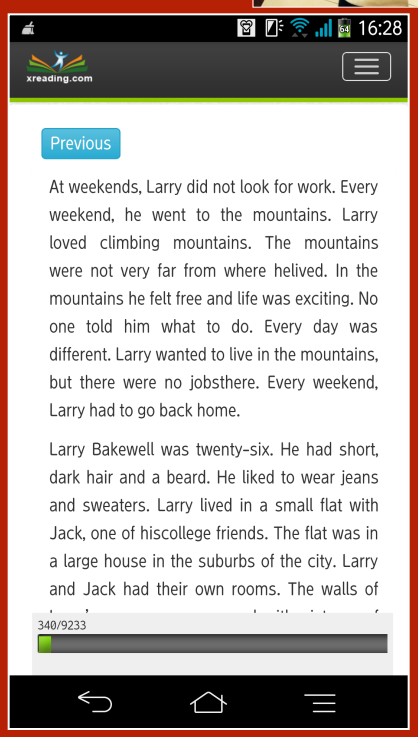
Challenges for teachers:

- Cost to establish & maintain a library (Day & Bamford, 1998; Hinkelman, 2013).
- Providing a wide variety of graded readers (GR's) & levels.
- Evaluate ER or not?
- How to evaluate students' reading effort? (Brown, 2012)
- How to keep students accountable for their reading? (Campbell & Weatherford, 2013; Robb & Kano, 2013)
- Dealing with reluctant readers.
- Finding time to effectively oversee the component, especially if ER is done outside of class (Additive ER) (Robb & Kano, 2013).

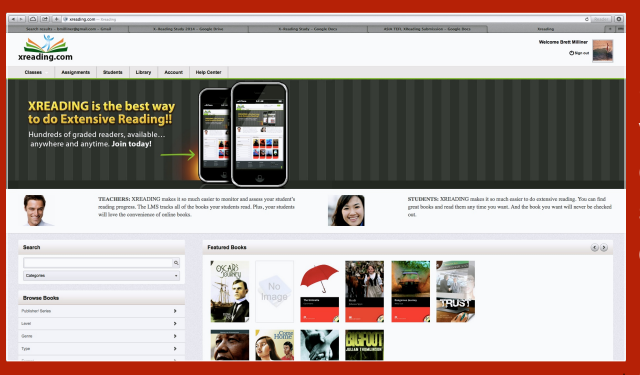
Challenges for students:

- Unable to browse or borrow books whenever they like.
- Smaller libraries make it difficult to find books of interest or at the appropriate level.
- Difficult to effectively evaluate ER progress.
- Limited feedback on reading progress.
- Library penalties prevent students from borrowing GR's.
- Students feel ashamed to be seen reading a graded reader book in public (Mesureur, 2013).

Extensive Reading on a smartphone



XREADING
www.xreading.com



XREADING

- Launched in April, 2014.
- Established to promote student accountability of extensive reading.
- Problems related to availability of popular books, class sets & inconvenient library hours are solved.

XREADING features:

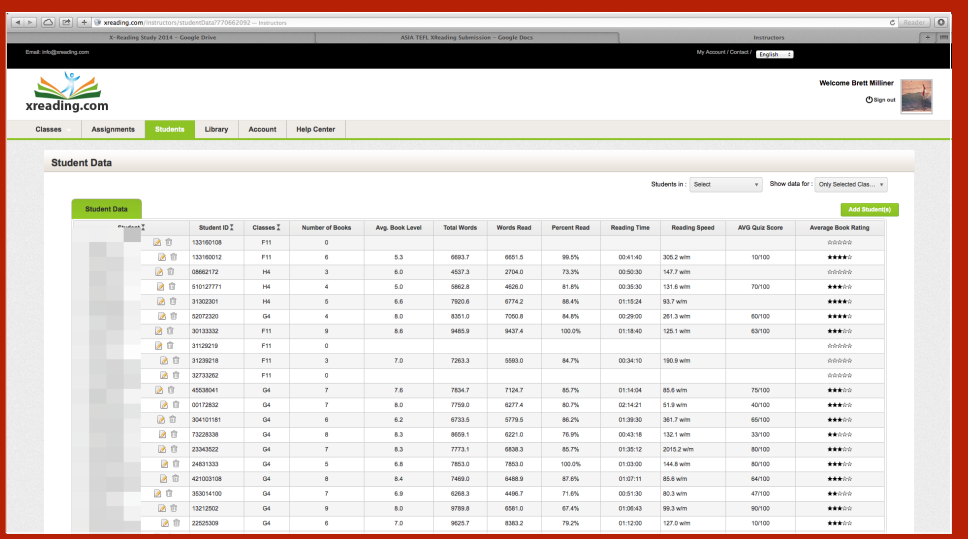
- 500+ books available in the library
- 1000 registered users
- 8 Universities using the system
- Can read GR's & complete online quizzes within the system
- Student performance is recorded
- Annual subscription of ¥2600 ($25US)

Teachers can monitor:

- Words-per-minute counts
- Total words read
- Total number of books read
- Which books their students are reading
- Which levels their students are reading
- Length of time to read a book
- Reading comprehension quiz results
- Total reading time (% of a book read)
- Use settings to create assignments

Benefits to students:

- Words-per-minute (WPM)
- Total words read
- % of book completed
- Time it took to read a book
- Complete list of books read
- Feedback from post reading quizzes
- Compare reading speeds, quiz results & book levels to identify an appropriate book
- Read students' book reviews to identify books/genres of interest

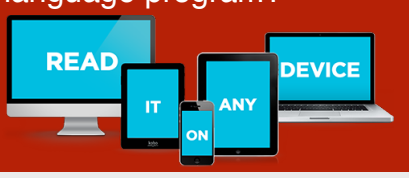


Our research study:

Students have access to a virtual library of GR's & are explicitly asked to read on their smartphone or PC. 10 minutes of every class was dedicated to ER & students were expected to read outside of class. All students who read over 50,000 words during the semester received the full 10% of the extensive reading component.

The authors' questions:

1. Are reading speeds & comprehension skills compromised when reading on their mobile device or PC?
2. Do student perceptions of reading digitally change after the pilot study?
3. Can XREADING be adopted by the wider ELF language program?



Student perceptions of reading on mobile devices

Responses to digital ER:

Q (N=56)	Strongly Agree	Agree	Disagree	Strongly Disagree
I enjoy reading GR's online more than reading a paperback.	11	37	6	2
Having access to an online library helped me read more.	7	43	4	2
paperback vs. smartphone: level of comprehension is equal?	4	44	5	3
After using Xreading, it's more enjoyable reading in English. (n=90)	13	67	6	4
After using Xreading, it was easier to read in English. (n=90)	6	69	14	1

Post-Pilot: Students prefer to read GR's digitally

In the pre-pilot questionnaire, 67% of students indicated that they would prefer to read graded readers in paperback form. However, post-pilot, 59% chose smartphones & 30% chose PC's as their preferred format for GR delivery.

Student Performance:

Comprehension & reading speeds were not compromised when reading on smartphones/PC.

Test item	Reading speed (WPM)	Average reading time min:sec	Comp Q's: avg. response time min:sec	Comp results (max = 3)
Paper based reading test (n=102)	**139** range = 49~221	**12:27** range = 6:10~23:50	**4:55** range = 0:10~19:50	2.38
E-book reading: Smartphone (n=84)	**141.85** range = 31~236	**11:49** range = 3:40~21:21	**3:55** range = 0:23~8:12	2.29
E-book reading: PC (n=4)	**156** range = 72~213	**10:06** range = 5:19~15:54	**3:21** range = 1:52~4:39	2.5

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