
* This article considers six issues involved in the teaching of L2 reading. Among these issues is extensive reading, which the author regrets is often neglected. The author recommends the use of simplified materials and that students be able to select the materials for themselves. Further, he believes that students should read for pleasure and/or information and that an informal feedback system should be used.


* The author states that while second language teaching often seeks to use a variety of topics, taking a more narrow approach may be more beneficial. Narrow reading is advocated because it can provide multiple comprehensible exposures to grammar and vocabulary by building readers' familiarity with particular authors and topic areas. The language gains made while reading in one topic area are believed to transfer when reading in other topic areas. Suggestions are made for implementing narrow reading, e.g., L2 courses that focus on a specific subject area.


** In this paper, I review studies that attempt to determine whether there is a relationship between the amount of pleasure reading done and reading ability, as measured by tests of reading comprehension. Three kinds of studies are presented:

1. Free reading programs done in school (e.g. Sustained Silent Reading, Self-Selected Reading).
2. Students' reports of free reading outside of school.
3. Reading resources, or the availability of books and other forms of print.

I will argue that free reading consistently relates to success in reading comprehension, and that the apparent counterexamples to this generalization are easily dealt with.


* This paper reviews evidence supporting the use of free voluntary reading in and out of school, defined as "reading that is selected by the reader, that is read for its own sake." Suggested benefits of free voluntary reading include: enhanced language acquisition and literacy development, more ideas and information, greater success in life, slower loss of verbal memory, and more fun. Rival hypotheses on language acquisition are discussed.


* This book begins with a review of the L1 and L2 research on free voluntary reading (FVR) and contrasts this with the research on direct instruction. The author's conclusion is, "Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers." (p. 23). The book's longest section addresses the implementation of FVR, including the following questions: How does a print-rich environment affect FVR? What is the role of public and school libraries? How does reading aloud affect literacy? Do direct encouragement and rewards increase reading? What is the effect of light reading of comic books and teen romances? The book's third and final section concerns: the limits of FVR in language development, when direct instruction can be used effectively, the link between reading and writing, and the relationship of television and literacy.


** In this paper I survey some of the work published in the past few years that deals with the Comprehension Hypothesis. This work is from several areas: literacy development, second language acquisition and foreign language acquisition and it confirms Goodman's claim that the development of language and literacy operate in much the same way.


* This article follows up on one of the participants in Cho and Krashen's (1994) study that found major gains in L2 competence for adult L1 Korean speakers who took part in narrow free voluntary reading using the Sweet Valley series. The participant continued to read actively, expanding, by her own choice, her range of reading materials. Informal measures indicate that she continued to make substantial progress in her overall L2 proficiency. She also changed her personal theory of language acquisition, recognizing that for a person at her level reading could be a good substitute for attending classes. In regard to the participant's progress in English, the authors conclude:

"Pleasure reading was the only change in her behavior; before beginning the reading program, she had been in the United States for five years, and had made very little progress in English. The reading itself was a valuable source of comprehensible..."
input, and it also made the aural input of television and conversation more comprehensible; it thus had both direct and indirect effects on her competence."


The present study examines Krashen's theory of second language acquisition through the implementation of an extensive reading scheme. By allowing learners to choose books at their level of language proficiency, by giving them time to read on their own, it was assumed that comprehensible input was provided in a low affective filter environment, thus satisfying the two essential factors in Krashen's Input Hypothesis. 1351 secondary students were used as subjects either in a year-long reading scheme or in a summer reading program. Results indicated that Krashen's theory was only partially supported. There were significant gains in the experimental group in vocabulary recognition, listening comprehension and reading speed, but no superior comparison over the control group in reading comprehension and writing.


This article reports the effects of a 4-week summer reading program on learners' reading comprehension, reading speed and writing development. Graded readers and short passages were used to supply comprehensible input to 226 subject (grades 7-9) from Hong Kong secondary schools. Results show that there was improvement in all three areas tested for those subjects who had reached a certain level of proficiency. Depending on teacher's emphasis, the quantity of reading done had a significant relationship with reading comprehension gains in one course and with reading speed in another course. These results are discussed in the context of the local sociolinguistic environment.


University level EFL students in Hong Kong who participated in a popular literature class that emphasized reading for content and enjoyment, including some self-selected reading, made superior gains on measures of vocabulary and reading rate, when compared to students enrolled in a traditional academic skills class. Eighty-eight percent of the literature students felt that what they learned from the course would help them in other university courses, but only 12% of the traditional academic skills students had this opinion about their class. These results are consistent with previous studies showing that meaningful reading is an important source of literacy competence.


This article describes an extensive reading programme used with underprivileged elementary school students in South Africa. Means of collecting reading materials and activities to use with them are described. Among the activities are: reading teams, poster displays, reciprocal teaching, and choral poems. Other features of the programme include parental involvement, reading/writing areas, a period of time in which everyone in the school reads silently, books given as prizes, and emphasis of critical literacy.


This study of various methods of teaching English as a foreign language concludes that an intensive method in which university students study passages in detail yields the best results.


49 adult acquirers of English as a second language took two tests probing restrictive relative clause competence. The amount of reported pleasure reading done by subjects were the only significant predictor of both measures. Neither years of formal study nor length of residence in the United States was a significant predictor. These results are consistent with the input hypothesis.


This article discusses an adjunct Sustained Silent Reading Program (SSR) in which getting satisfaction from reading and developing a better attitude toward reading are the goals. During SSR, students self-select books from a collection and read them. They also write journal entries, prepare oral and written book reports, and talk about books that they are reading, they receive recognition for the books they finish. While it is the student's task to read and read a lot, it is the ESL program's task to provide a variety of interesting books that students can understand.

**** This chapter reports a pre-test/post-test, control group study that examined the effects of an English-language extensive reading programme for remedial students at a public high school in the southern Philippines. Sixty students, 30 female and 30 male, participated in the study. They were randomly assigned to condition so as to achieve a balance as to sex, IQ, socio-economic status, reading level, and past achievement. The dependent variable was reading proficiency, which was assessed via two instruments, the Informal Reading Inventory and the Gray Standardized Oral Reading Test. During the six-month treatment period, the control and experimental conditions each received 40 minutes of normal English class, plus an extra 40 minutes of remedial class. For the control group, the remedial class consisted of intensive reading practice, including work on letter sound correspondences. The experimental group took part only in extensive reading and follow-up activities. Post-test scores for the two conditions were compared using t-tests. The experimental condition's scores were higher to a statistically significant degree, at an alpha level of .05. The authors conclude that remedial students have the potential to benefit from extensive reading just as much as do their higher proficiency peers.


* This article takes the form of a discussion between three educators. First, they discuss their experiences as participants in literature circles, including benefits received and the importance of finding the right mix of personalities to form the circle. The larger part of the paper deals with the authors' experiences using literature circles with their students (two of the three teach classes for L2 acquirers). Topics discussed include: benefits for students, such as development in the L2, building of relationships with others, seeing the L2 reading as a potentially pleasurable experience, and the natural emergence in the context of reading and discussing of areas in which students need help with the L2; helping students feel comfortable using literature circles; what is to be discussed in the circles; how evaluation is conducted; and advice for teachers just starting circles.


* This article describes how the lack of reading materials in Nigerian schools and the lack of a reading culture in students' homes is addressed by having students work in groups to tell each other and then write out local folktales. To help students with their writing, they read other storybooks. Illustrations and book covers are added after the teacher has given feedback on the writing. These books become part of a class library and can be exchanged with other classes.


University level students of English as a Foreign Language in Japan, enrolled in a special class for students who had failed English, did a semester of extensive reading in place of the traditional curriculum. Their gains in reading comprehension were significantly greater than a comparison group of traditionally taught regular students, and they clearly enjoyed the class.


Three experiments confirm the value of extensive reading in English as a foreign language (EFL). In extensive reading, students do self-selected reading with only minimal accountability, writing brief summaries or comments on what they have read. In Experiment 1, "reluctant" EFL students at the university level in Japan did extensive reading for one semester. They began the semester far behind traditionally taught comparison students on a cloze test, but nearly caught up to them by the end of the semester. In Experiment 2, extensive readers outperformed traditionally taught students at both a prestigious university and a two-year college. In Experiment 3, extensive readers who wrote summaries in English made significantly larger gains on a cloze test than a comparison class that devoted a great deal of time to cloze exercises. Gains made by extensive readers who wrote in Japanese were greater than comparisons, but the difference was not significant. Those who wrote in Japanese, however, made gains superior to both groups on a measure of writing and in reading speed.

Mason, B., & Krashen, S. D. (in press). Can we increase the power of reading by adding more output and/or correction. Texas Papers in Foreign Language Education.

* Based on the premise that free reading leads to increased second language competence (Krashen, 1993; Elley, 1991, Mason and Krashen, 1997), this study seeks to determine whether output practice, with and without correction, enhances the effect of comprehensible input (as suggested by Swain, 1995; Schmidt, 1995).
The participants, three classes of first-year English majors in a Japanese college, read about 1500 pages of English. The classes had different follow-up treatments. The null hypothesis class wrote short native-language summaries after reading, one class wrote English-language summaries, and the third class wrote English-language summaries which, after correction for content and grammar, were rewritten by the students. L2 competence was measured by pre- and post- (a) cloze test and (b) English-language summary writing, scored for length and error-free clauses and words. There was no obvious effect of adding additional output in English or output with correction. Reading alone produced the same results, and was more time-efficient: The null-hypothesis group got approximately the same results for about one-half the investment in time. This result is consistent with the input hypothesis, but inconsistent with output and instruction hypotheses. [This paper is posted on the following website in the "Research Online" section: http://www.kyoto-su.ac.jp/information/er/research.html]


# This article discusses an extensive reading program at a junior college in Japan. The authors report that extensive reading had for several years led to gains in students' L2 proficiency as measured on cloze tests and that students were enthusiastic about reading. However, because some students and some teachers felt a need to incorporate language learning exercises into the extensive reading program, the authors decided to study whether the use of cloze exercises in addition to extensive reading would be more effective than extensive reading alone, as measured by gain scores on cloze tests and a questionnaire to students about reading instruction. The same group of students did extensive reading and cloze tests the first semester and extensive reading only the second semester. Results suggest that although students viewed extensive reading as more important than cloze exercises for improving their English reading proficiency, they preferred the combination of extensive reading and cloze. Further, as measured by gains in cloze test scores, the combination program was more effective to a statistically significant degree than the extensive reading only approach. The authors warn that care should be taken in the selection of the exercise materials to be used in an extensive reading program.


This paper outlines the 13-year old Tadoku or Self-Selected Extensive Reading Program at International Buddhist University's Junior College. The program's classroom approach to Low Frequency Word vocabulary acquisition utilizes storytelling to complement at-home reading (goal: 1,000 pp./semester; Actual 700+pp). The paper sets forth the goals of the program, introduces a specially-designed 30-page "Orientation to Tadoku" booklet, describes the home-reading and classroom storytelling elements, explains evaluation procedures and results, and defines the conditions for a successful Tadoku program.


Most second language (L2) acquisition theorists assign an important role to the learner's attitudes and affect in the acquisition process. This study examines the attitudes of 49 L2 students toward two language acquisition activities: grammar exercises and the extensive reading of popular literature. Students who had participated in courses based on both approaches were asked which activity was most beneficial for language acquisition, and which was more pleasurable. By a significant margin, students favored reading over grammar in both respects. Implications for L2 instruction are discussed.


The United States has experienced a sharp rise in recent years in the number of heritage language (HL) bilinguals, students who speak a language other than English at home. Due to a lack of advanced language development in other settings, many of these students enroll in foreign language courses in their respective home languages. This paper reports on a program designed to promote heritage language and literacy development in one university-level HL course, Spanish for Native Speakers (SNS). The ten-week program involved two classes of mostly English-dominant SNS students participating in an experimental course that included a combination of the following elements: free voluntary reading (FVR) outside the classroom, in-class literature circles (small group book discussions), a survey of popular literature in Spanish, and individual inquiry learning projects. Three measures of the course were used to evaluate its success in terms of vocabulary acquisition, attitudes toward Spanish literacy development, and reading habits. The experimental group made significant gains in word knowledge, read more than a comparison group of SNS students, and exhibited positive attitudes toward Spanish literacy at the end of the ten-week course. The evidence in favor of FVR, theoretical justifications for the approach in SNS courses, and implications for redesigning heritage language curricula at the secondary and university levels are discussed.

The number of secondary schools and universities offering courses designed especially for heritage language (HL) speakers has increased dramatically in recent years (Collisten, 1994). Despite the appearance of a number of theoretical frameworks on how to approach HL instruction (Valdés, 1995; Merino, Trueba, and Sanmamiego, 1993) and the publication of several textbooks and proposed curricula ranging from traditional grammar instruction (Gonzales and Gonzales, 1991; Blanco, 1994; Soble, 1994) to communicative approaches (Roca, 1994), there has been little formal evaluation of the effectiveness of any of these methods. One exception is a small body of research on the promotion of self-selected, pleasure reading—what Krashen (1993) calls “free voluntary reading” (FVR)—in HL classes. This chapter reviews the literature on the use of FVR and self-selected reading with HL students, and discusses at what age and under what conditions HL courses may be most effective.


This paper examines the conditions under which readers experience intense engagement in a text, what Csikszentmihalyi has termed “optimal experience,” or “flow.” Two studies of optimal experience are reported here. The first consisted of interviews with eleven children and adult pleasure readers concerning their experiences with flow during reading; the second examined reading flow by surveying 76 university students and professionals. Among the major findings of the studies were: (a) the large majority of the texts which provided the informants with flow were those which they had read for pleasure; (b) when informants were assigned texts in school, flow was more likely to occur when they had an interest in the text; (c) texts which provided flow were perceived as giving the reader personal or intellectual benefits; and (d) fiction was significantly more likely to produce flow than non-fiction texts. Future research directions are discussed.


The phenomenon of involuntary mental rehearsal of language, or the “Din in the head,” has been considered by researchers as an indicator of second language (L2) acquisition among acquirers. Previous studies have noted that the Din occurs primarily among beginning and intermediate L2 students after the reception of oral input that is comprehensible, but not after reading. It has been argued that this lack of a reported Din is due to the fact that such students typically do very little reading, and that acquirers who did read would experience a “reading Din.” This study provides evidence for an L2 Din after reading from a survey of two classes of intermediate Spanish students: a “Reading Only” group (N=20), whose only source of L2 input was reading; and a “Reading and Conversation” group (N=15), who received both printed and oral input. Both groups reported a Din after L2 reading. The findings lend support to claims made by Krashen concerning the importance of comprehensible input in L2 acquisition. Implications for the use of reading in beginning and intermediate L2 classrooms are discussed.


**The primary purpose of beginning-level L2 courses is to provide students with interesting and comprehensible language input in a low anxiety setting (Krashen, 1982). This article introduces an approach to language teaching that incorporates the best of existing comprehension-based methods, such as the natural approach, and is at the same time a radically different way of envisioning second and foreign language instruction. The narrative approach does not focus the syllabus on grammatical structures or thematically organized vocabulary but on a simple yet powerful medium that provides students input: interesting and comprehensible stories. We will outline the theoretical rationale and research support for the narrative approach and suggest how to implement it in beginning-level second and foreign language classrooms.**


* This chapter describes the Reading and English Acquisition Programme (REAP) initiated in Singapore primary schools in the 1980s. Key components of REAP were the Shared Book Approach and the Language Experience Approach. The establishment and monitoring of REAP are described. Evaluation results were positive.


**This book provides readers with background knowledge on the Class Reader Programme which was implemented in Malaysia in 1990. It also serves as the teacher’s guide for making full use of class readers for language development. It explores the use of different kinds of activities in greater depth than the Teaching Files which accompany class readers. Crucial issues associated with the use of**
class readers such as the importance of a cultural schemata and the use of cooperative learning are also included to equip teachers to make class reader lessons a pleasurable reading and learning experience.

Chapter 1 describes the historical background of the Class Reader Programme. Chapter 2 provides a variety of reading activities which can be carried out based on the class reader. Chapter 3 encompasses activities which develop the listening skill, speaking skill and writing skill in the context of class readers. Chapter 4 focuses on the development of language content in the context of class readers. Chapter 5 is aimed as a guide for teachers who are new in the area of teaching poetry. Chapter 6 is a collection of innovative ideas in material production which is interesting, yet effortless. Chapter 7 highlights the importance of cultural knowledge in comprehension of class readers. Chapter 8 includes a complete selection of lesson plans for teaching a class reader, "King Solomon's Mines".

Chapter 9 is an overview of emerging issues in the implementation of the Class Reader Programme. It deals with issues like the minimal use of cooperative group work and unproductive use of class readers.


* This article describes an extensive reading course at a university in Taiwan. The course goal was for students to “improve their reading by reading, rather than through classroom instruction.” To encourage students to read for meaning and not worry about understanding every word, on the first day of the course, students were asked to read a difficult text in their L1 and to reflect on their reading process. Activities used to accompany extensive reading included a record of books read, teacher conferences, journal entries about each book read, oral reading, video watching, and group discussion. The key element of grades was number of pages read, but students also did an individualized final exam. The article discusses how books were chosen for the course. The authors found that not only was the extensive reading course at least as useful as a reading skills course for enhancing student reading ability, but extensive reading also encouraged students to develop a habit of reading in the L2 and to see L2 reading as enjoyable.


* This paper reviews research on extensive reading for language learning. The author concludes:

“The research on extensive reading shows that there is a wide range of learning benefits from such activity. Experimental studies have shown that not only is there improvement in reading, but that there are improvements in a range of language uses and areas of language knowledge. Although studies have focused on language improvement, it is clear that there are affective benefits as well... However, the figures on repetition indicate that teachers need to be serious about extensive reading programs particularly in ensuring that learners do large amounts of reading. The benefits of extensive reading do not come in the short term. Nevertheless, the substantial long-term benefits justify the high degree of commitment needed.”


This study looks at the potential for vocabulary learning using a corpus of forty-two graded readers from one series of graded readers (seven at each of the six levels in the series). It was found that in order to have 95% coverage of the running words at a level in the series, it was necessary to already know the vocabulary of the current level in the scheme. Most of the words in the scheme would be met often, particularly if learners systematically read several readers at each of the various levels in the scheme. Words which were introduced in the early levels of the scheme occur often in books written for the later levels of the scheme. Learners need to read about one graded reader per week in order to meet repetitions of the new words soon enough to reinforce the previous meeting. Graded reader schemes need to go up to the 5,000 word level in order to make the transition from graded readers to unsimplified texts easier.

Ng, S. M. (1994). Improving English language learning in the Upper Primary levels in Brunei Darussalam. In M. L. Tickoo, (Ed.), Research In Reading And Writing: A Southeast Asian Collection (pp. 41-54). Singapore: SEAMEO Regional Language Centre.

* The RELA (Reading and Language Acquisition) program was implemented in Brunei Darussalam schools at the lower primary level in 1989. In Brunei schools a bilingual policy is followed in which the national language, Malay, and English are both used at medium of instruction. This chapter describes the development of the RELA project for upper primary students. Among the activities included was Sustained Silent Reading. Preliminary results indicated that the upper RELA program was associated with superior results on a number of outcome measures.

While scientific methods of research can suggest ideas for improving the effectiveness of the bilingual classroom, field trials force academics to realise the complexity of variables in the applied context, which differs markedly from the experimental situation. Bilingual education is not only affected by differences between individual children and teachers but also by the beliefs and practices of the educational system and of the socio-cultural environment of the country. This paper describes a Bruneian project aimed at improving the English language learning of children in a bilingual education system. It is a project which attempts to come to grips with the complex and difficult nature of implementation of research ideas. The paper discusses the implementation among different sectors of the educational community for sustaining and improving on change. This study shows language planners that it is important not only to work on what needs to change, but also on how that change is to be achieved and sustained in a particular context.


**It is proposed that the reading-machine laboratory provides a means for the classroom ESL instructor to continue using his present method in the classroom (intensive, theoretical-grammatical instruction) while providing additional extensive reading and learning practice with the machines in the reading laboratory. Two speed reading systems currently on the market are found to contain materials well suited to adult ESL instruction. Adjustments in speed expectations and careful selection from the large amount of material available in the programs are recommended. A reading program designed for college-bound ESL students and emphasizing comprehension skills is outlined. The facility requirements are given, and the controlled reader is the primary equipment recommended. Applications of the suggested instructional materials are described.**


**This book is divided into three parts. It begins with fundamental principles about reading, texts, and teaching which underlie the way the book approaches its subject; the second part looks more closely at some of the theoretical issues and how they affect reading teaching. The third focuses on the importance of extensive reading, the choice of materials, and the way courses and lessons are planned, taught, and assessed. The book examines the skills required to read effectively; focuses on getting the message from the text; suggests classroom strategies for developing reading skills; and looks at both linguistic and non-linguistic features of texts. Chapters in the book are (1) What Is Reading?; (2) Text and Discourse; (3) Approaching Reading in the Foreign Language Classroom; (4) Efficient Reading; (5) Word Attack Skills; (6) Reading for Plain Sense; (7) Understanding Discourse; (8) An Extensive Reading Programme; (9) Planning Reading Lessons; (10) Selecting Texts; (11) Questioning; (12) Other Kinds of Reading Task; (13) The Testing of Reading (by J. Charles Alderson); and (14) The Teacher as Reader. Appendices present texts, extracts from reading courses, lesson plans, and useful addresses, a key to activities, and a 273-item select bibliography.**


**This article considers some important arguments in favor of the vigorous promotion of greater literacy in foreign languages, including analysis of how several essential components of GCSE syllabi can be applied to such instruction.**


* This article discusses the problem of students who can read but do not. This may be due to instructional strategies that emphasize reading skills at the expense of giving students large amounts of experience with whole texts. Suggestions are made as to how to put books in the classroom, make time for silently reading and reading aloud by the teacher, encourage students to share what they read and keep a record of their reading, and avoid the pitfalls of students competing with one another over who has read more.


A classroom model is proposed for developing an interest in reading for pleasure and increasing literacy competence amongst intermediate or advanced language students. The relevant background to the teaching and learning situation in which this scheme was elaborated is outlined, and reasons given for wanting a more sophisticated wide-reading programme than the traditional class reader. At the heart of the article is a detailed model showing the mechanics involved in implementing a reading syndicate, with examples of texts which have been used successfully. The article concludes by enumerating perceived advantages of such a system and suggesting possible adaptations in different teaching situations.


**Refers to the importance assigned to receptive skills in recent teaching plans, and proceeds to a new evaluation of silent reading in the form of so-called extensive reading. To the basic theoretical statements are added some practical working suggestions for the teacher.**

This article describes the Extensive Reading Activity (ERA), an in-class procedure used with beginning and intermediate L2 learners at a university in Venezuela. During weekly, one-hour sessions, students read a large number of texts (100 to 800 words) for the gist and then complete a brief worksheet. The worksheet includes: how long students took to read the text; whether they used a dictionary; self-rating on the degree of students’ comprehension of the text; rating of the text’s difficulty; rating of the degree of enjoyment and learning received from the text and familiarity with the topic of the text; whether students recommend the text be used with others, and a three-line statement of the text’s main idea. Student feedback is presented which suggests that students find the procedure enjoyable and beneficial.


Adult second language acquirers were asked to read the first two chapters of a Clockwork Orange, a novel containing a number of slang words of Russian origin (“nadsat” words). Subsequent testing revealed modest, but significant incidental acquisition of nadsat words. This result replicates Saragi et al.’s findings for native speakers of English and confirms that adult second language acquirers can acquire vocabulary from reading.


* This article briefly summarizes research that suggests that extensive reading is effective vehicle for second language learning. The research is divided into sections on primary, secondary, and adult learners. The ‘Clockwork Orange Study’ (Saragi, Nation, & Meister, 1978) and the mixed results of various follow-up studies are discussed. In the next issue the author provides practical answers to the question posed by a teacher of English as a Second Language who worried about motivating students to do extensive reading, “They don’t read in their own language. How on earth can I get them to read in English?”


* This article reports a study of the correlations between L2 reading proficiency and a number of home and school variables, data for which were collected via self-report. Participants in the study were 23 fourth grade U.S. elementary school students who had Spanish as their primary language. Twelve were rated as proficient English readers, and 11 were rated as less proficient. Multiple t-tests found no differences between the two groups on many variables, such as time spent reading at home, time spent at school on self-selected reading, and time being read aloud to at home. However, the more proficient group was reported higher to a statistically significant degree on books in the home, recognition of book titles, positive attitude toward reading, and self-evaluation of reading ability. Based on these findings, the author recommends that school libraries be given greater emphasis as a source of reading materials.


*** This article focuses on the merit of extensive reading in English as a tool for advancing the reading comprehension of non-English-speaking students. The article emphasizes that students who read more will eventually surpass their classmates who have not developed the reading habit.


This paper briefly describes reading standard in Malaysian schools, outlines a Class Reader programme, and provides samples of teaching files designed to help teachers implement the programme.


* This paper looks at research and programmes in the teaching of reading in Malaysia from the 1980s when a shift began from bottom-up to more top-down or interactive views of the reading process. To illustrate this shift, research and publications are reviewed, and activities of the Ministry of Education, the Malaysian Reading Association, the National Book Council, and the National Library are described.


The role of vocabulary learning in reading has not received as much attention in second language research as other aspects of reading. Indeed, many reading textbooks currently on the market promote the view that vocabulary is best learned incidentally from the context while reading. This paper surveys both first-language and second language literature in order to show that, while theoretically sound, the notion that reading vocabulary may be best learned by reading is not supported empirically. As a result of these findings, increased research in vocabulary acquisition on the effectiveness of a variety of different levels is needed. With regard to practice.
teachers need to focus on the specific needs of their learners rather than follow the approaches advocated by various textbooks — approaches which may not be empirically substantiated.


*** This paper reports on the reading habits of a group of students who moved from GCSE French to A Level French in the British school system; they were the second intake of A Level students with a GCSE background. Data was gathered using questionnaires and group interviews at three points during the students learning. Eleven students participated in the group discussions. Findings suggest that students need a wide variety of text types during the very early stages of an A-Level course, with a staged progression in text length, and that reading skills strategies should be covered early in the A-Level course. Readers were preferred by the students over snippets and full-length books. Overall findings indicate a need for extensive reading over intensive, select text study and increased early emphasis on the learning of reading skills.


* This article updates the authors’ previous (1988, 1989) surveys of graded readers series.


This paper reports on a study of the impact of extensive reading (ER) on the language proficiency of a group of Vietnamese government officials studying English. Two questions were of interest. First, we wanted to examine if ER could be successfully implemented with adult second language learners beyond traditional student age. Secondly, we were interested in the relationship between learning gain and a set of ER variables, such as amount of ER materials read, the extent to which this material was perceived to be a useful and enjoyable activity. The results indicated that older adult second language learners could indeed benefit from a carefully planned and systematically implemented ER program. Further, a regression analysis showed that amount of ER was the only significant predictor of participants’ gain scores.


* This book sets out to explain the audio-lingual approach to the foreign language teacher, in particular the approach’s connection with behaviorist psychology. Other perspectives are brought in as well. Although the audio-lingual approach would seem to have little in common with extensive reading, in fact it is advocated, at least for students past the beginning proficiency level:

“[W]ide reading can do a great deal to extend the student’s knowledge of structure, increase his [sic] vocabulary (particularly his passive or recognition vocabulary), and throw much light on “meaning” in the cultural and psychological sense of the world. Such an increase in language knowledge may occur without direct intention on the part of the reader, as a form of “latent” or “incidental” learning.” (p. 147).

The author urges teachers to help students select materials that will contribute to their understanding of the culture of speakers of the L2, while avoiding materials that might maintain or create unfair stereotypes.


* In the book’s first two chapters, four L2 teaching methods are reviewed, with the author seeming to favor the audio-lingual method, including its emphasis, at least at early stages of L2 development, on oral forms of language: “[T]he best approach appears to be to present all foreign-language material at first in oral form, especially in the elementary sections of the course; ... then to train them with the script, which they may use as a help to clarification and memorization.” (p. 48). She also discusses the Reading Method, which includes both intensive and extensive reading. Extensive reading was done with controlled texts, often related to L2 culture, with students choosing their own books and advancing at their own speed. Some of her criticisms of the method were that too often emphasis was placed on quantity of pages read instead of on understanding of what was read, and the use of graded readers led to unwarranted confidence in L2 proficiency.

In the book’s ninth chapter, “The Reading Skill”, extensive reading is first mentioned in the fourth of six stages of reading training. Suggestions made include: the difficulty level of extensive reading texts should be lower than that of texts for intensive reading. “Each student should be encouraged to read at the level at which he can do so with ease and with uninhibited enjoyment” (p. 231); guessing from context and use of monolingual L2 dictionaries should be encouraged rather than concern for exact meaning; to promote reading in quantity, materials should match students’ L1 reading interests; teachers might wish to read aloud to the class the first part of a book in order to encourage them to read the rest of the book for extensive reading; extensive reading can be done in pairs; and post-reading work should be quick and focus on comprehension, not memorization of minor details.

* In the chapter titled, “Teacher-student relations: coercion or cooperation”, the author states much practice in L2 instruction demotivated many students. This occurred because of uniform approaches that left no room for student choice. Further demotivating was the fact that these approaches either focused on abstract learning of language forms and use of reading materials from other times, removed from the majority of students’ interests, or instruction focused on repetitive exercises that left no room for thinking. She suggests that graded readers (p. 139) provide one means of giving students a degree of autonomy, which in turn promotes intrinsic motivation.


Reading has been taught by the translation procedure in EFL situations such as Japan, but today there is a trend towards the use of ESL-type “skills building” text books and procedures and, to a much lesser extent, towards extensive reading. There is a considerable difference between these two procedures, not only for teachers and learners, but also for the allocation of institutional resources. Despite this, there is little useful research comparing them. This paper examines previous research on extensive reading, and then describes an experiment comparing the improvement of reading comprehension by Japanese college freshmen taught by either a skills-based or extensive reading procedure. The results suggest that extensive reading may be at least as effective as skills-building, with the important advantage that it is more interesting for the learners.


**** In this article, the relationship between target language reading and target language acquisition is reviewed by focusing on the effect of reading as perceived by university level students of Spanish as a Second Language whose L1 is English. Based on questionnaire data, students’ reactions reading tasks are analyzed in relation to previous reading experience in the target language and the value students assign to diverse reading material - fairy tales, short stories, novels, etc. - as basic tools for work in their Spanish language class setting. This study concludes that students are indeed aware of the benefits of reading in the target language: helps develop linguistic competence, is a pleasant activity, and promotes interest in the target language as well as self-confidence as language users. Practical considerations for implementation of reading programs are introduced. Issues such as text selection criteria and popular reading topics are reviewed as well as factors that play a role in the reading comprehension process.


In this study, the effectiveness of using extensive reading to teach Spanish as a heritage language to U.S. Hispanic students was empirically assessed using vocabulary measures and student questionnaires. Results suggest that free or voluntary reading programs, in which students are allowed to choose their own reading material, read at their own pace, and in which reading is done for content provide two key advantages: Spanish language proficiency is greatly facilitated and reading habits are successfully promoted. The authors provide guidelines for teaching and propose implications for language acquisition models.


Foreign language learners benefit from reading target-language literature because it gives practice in the pragmatic contextualization of linguistic expression, and strengthens integrative motivation. For young teenage learners, however, the literary texts used are often simplified abridgements of canonical classics. It is better to use real teenage books. Teenage pupils positively like and want to understand these books, but not because they give access to the colloquial language used by native-speaker teenagers. This preference should be recognized and satisfied for both linguistic and educational lessons. Teenage books also meet teenagers’ requirements in matters of genre, theme, and plot, and are a great asset in teaching which centred less on the text itself than on what the young reader is doing with it. A careful selection of teenage books can offer a broader and deeper understanding of target cultures than do traditional textbooks.


Research has been investigating the role of reading, as one source of input, in language learners’ vocabulary development. The present study was designed to examine whether intermediate learners incidentally (a) acquire and (b) retain unknown vocabulary as a result of reading. The study further assessed (c) the effect of the text variable of exposure frequency. Learners were exposed to unfamiliar words either two, four, or six times during reading. Vocabulary acquisition and retention measured productive and receptive knowledge gain. Results indicated that only two encounters with unfamiliar words during reading significantly affect learners’ vocabulary growth. Moreover, two or four exposure frequencies resulted in fairly similar word gain, but six exposures produced significantly more vocabulary knowledge. Retention measures showed mixed results: On productive vocabulary
knowledge only half of the subjects displayed a significant rate of retention. On receptive knowledge all but one experimental group retained vocabulary over 4 weeks.


* This book describes a program used in a primary school in the U.S. in which upper primary ESL students served as tutors to ESL students in lower grades. A unique feature of the program is that even students of less than average proficiency were included among the tutors. Tutor preparation, coordination among teachers, and lessons learned during the course of the program are discussed.


*** This article discusses the individualization of vocabulary teaching in the ESL (English as a second language) classroom: (1) indirectly, through extensive reading, and (2) directly, through suitable vocabulary exercises. An experiment involving word frequencies is described that assessed the probable effectiveness of an indirect approach.


*** A 1986 study concerning the effectiveness of extensive reading in improving second language learning, and its replication in 1994-95, are reported. In the original study, four classes of English as a Second Language in a Taiwan university were used as experimental and control groups, the only difference in instruction being the use of extensive reading for pleasure in one. All experimental classes showed greater gains in reading skills. A study using both the same and additional measurement instruments and a much larger sample was undertaken at that university and another in Macau; results at the latter institution are reported here. Again, experimental group gains were greater than control group gains, but at a lower level of significance. Possible explanations for this discrepancy in results are discussed. A 29-item list of student readers is included.


*** Reasons for establishing an extensive reading approach to teaching reading in English as a Second Language at a Japanese high school are enumerated, and some recommendations for implementing such a program are offered. Research on comprehensible input in language learning, particularly input from reading as an effective and efficient source, is reviewed. A distinction is made between extensive reading and intensive reading, and the advantages of the former in providing practice in decoding skills, reading success, and comprehensible input are noted. The discussion then turns to selection of appropriate reading materials, including graded readers, authentic texts, and children's literature. It is concluded that for a high school program, short novels, biographies, and story collections are practical and appealing to students, and graded readers accompanied by audiotapes are also useful. Three basic formats for extensive reading programs are described: students' simultaneous reading of class readers; use of class libraries; and use of reading materials from the school library. Quantity of reading to be assigned at different ability levels, and the means used to measure the reading actually accomplished, are also considered. Sample book report forms are provided.


The Spanish and English reading abilities, reading attitudes and academic self-concepts of two comparable groups of elementary Hispanic students were investigated. The effects of providing a great variety of books in Spanish and sixty minutes a week of free reading time were studied by analyzing the results of the Tests of Reading: Inter-American Series and by having students respond anonymously to reading attitude and academic self-concept inventories. There was a trend for significantly higher Spanish reading performance in the experimental group with no loss in their English proficiency. The reading attitudes of the experimental groups also improved significantly.


Two studies were conducted in which high-interest reading materials in Spanish with a wide range of readability were provided to Hispanic students in remedial reading classes at two Arizona (U.S.) high schools that have a substantial proportion of Hispanic students. Comparable Hispanic students in other remedial reading classes taught by the same teachers served as the control group. Spanish reading, English reading, and affective (reading attitude/academic self-concept) measures were employed as pretests and posttests. Analyses of covariance failed to detect any significant difference in the E (experimental) and C (control) means, although some method-by-teacher interactions were evident on both the Spanish reading and affective measures. Classroom observation and teacher interviews revealed
that U.S.-born Hispanics had little interest in and rarely made use of the Spanish materials, but recent Hispanic immigrants to the United States enjoyed the materials and used them extensively.


The purpose of this study is to determine whether providing special reading time with a wide variety of reading materials in Spanish affects the reading abilities, reading attitudes and academic self-concepts of Hispanic junior high school students. Common reading measures in both English and Spanish, and related attitude tests, were given to 400 experimentally accessible Hispanic students. On most of the measures, the difference between the E (experimental) and C (control) groups was not statistically significant. On the 4 measures for which significance (alpha level = 0.10) was attained (and on the other tests not achieving statistical significance) there was a trend for the E group to perform better on the Spanish reading tests and the C group to do better on the English reading tests. Differences on the reading attitude and academic self-concept tests did not approach statistical significance. The pattern of results was consistent for both sexes, and for students who were, and who were not, taking a Spanish language course, and for students whose teachers taught in both the E and C situations. E teachers who were conscientious in implementing the treatment tended to have significantly greater gains in both English and Spanish reading achievement. Within the E group, gains in English and Spanish reading abilities were positively correlated.


Uninterrupted Sustained Silent Reading (USSR) is a common reading strategy which many schools in Singapore have used to promote reading, albeit with varying degrees of success in implementation. Some schools are more successful in getting their pupils to appreciate and enjoy reading the USSR materials, while some other schools are less successful in carrying out the reading activity for various reasons. This article describes some significant similarities and differences between the USSR programme and another reading programme, the Extensive Reading Programme (ERP). According to the writer, USSR is best used as a prelude to ERP. Once pupils have formed the habit of sustained silent reading, they would then be ready for the more independent extensive reading programme.


* This article explains how a special ESOL reading section was set up in a university town in the U.S. An eight-step procedure is described: determine who needs the books; contact the library director; draft a budget; order books; divide duties; catalogue and shelve the books according to word level; and get ready to circulate the books; publicize the collection and maintain the collection by doing an inventory, replacing worn or lost books, and adding new titles and second copies. The author’s final piece of advice is to start small.


*** Discusses an extensive reading program in English that uses a talking book library to assist and motivate students with limited reading abilities to participate in enjoying works of literature in English.


*** Discusses an extensive reading program in English designed to improve the reading achievement of junior high school students in an Israeli school. Results of the program indicate that many of the students are readers in English by the time they graduate.


Adapted readers are described as one type of graded reader. Arguments are given for using graded readers in the teaching of English as a foreign (or second) language. The paper reports selected research results of a study of publishers’ policy on text adaptation. The main principles of text adaptation, as reflected in publishers’ documents, are described and compared. Previous research relevant to text adaptation is briefly described.


University level students of Spanish were tested on their (acquired) competence in the subjunctive. Free reading in Spanish was a significant predictor of subjunctive competence, but length of residence in a Spanish-speaking country, formal study, and specific study of the subjunctive were not significant predictors. These results are consistent with previous research on free reading in English as a first and second language.

* This chapter provides guidance in setting up a reading lab for low intermediate students (400-450 TOEFL). Such a lab is not viewed as an adjunct to other courses, but as an independent course in its own right. Reading lab activities involve extensive reading, as well as activities such as skimming, scanning, and phrase reading. Suggestions are provided for conducting individualized outside reading, including selection and organizing of materials, establishment of reading requirements, physical set up of the lab, the use of a form of simple book reports (an example of which is provided), and modifications for lower and higher proficiency levels.


*** In English for speakers of other languages (ESOL), there is renewed interest in the use of literature in the communicative classroom. Literature may be part of a communicative pedagogy in three ways: (1) by providing a context in which to develop students' reading strategies and knowledge of non-fiction and literary texts; (2) by being the basis of an extensive reading program, with attendant acquisition of new vocabulary and grammatical forms; and (3) by offering the opportunity to explore cross-cultural values. One reading strategy found useful for encouraging reading is the exploration of story grammar, which provides common terms of reference and a direction for group discussion. As students learn about story grammar and understand how to apply it to stories they are reading, an extensive reading program should be undertaken, with students selecting their own reading materials from a classroom shelf or from a self-access area in the library. Related classroom activities include discussions, book reports, teacher book presentations, small-group book sharing, and sustained silent reading periods. Book content, including cultural and thematic information, can be used for a variety of language and cultural learning activities (such as cloze procedures), time line construction, and response to specific passages or events.


This article describes an extensive reading course for tertiary students at an education college in China. The program begins with English translations of Chinese folktales, before moving on to simplified novels and then unsimplified American or British literature. Approximately 15 minutes of each class is spent with students retelling stories they have read. The course grade is based solely on regular quizzes on the assigned readings.


* This article describes one approach to extensive reading used with classes of first-year university students in Japan and the methods used to encourage these students to read extensively and to do writing based on this reading. These classes were involved in a study reported in Robb and Susser (1989). Students read unsimplified materials written for native speakers at levels from elementary school to adult, and not available in Japanese translation. A page weighting system was used to measure quantity of student reading. To encourage students to do the reading, various strategies were used: points were given for number of weighted pages read; a student record of books read was monitored by teachers; and students wrote summaries of the books they had read. Based on questionnaire data, the authors report that students liked the approach. Students also believed that their summary writing improved.


This article surveys the literature on extensive reading and establishes a working definition of extensive reading as a language teaching/learning procedure. It explores the main issues in extensive reading, including the role of graded readers and the transfer of L1 reading ability. A model of extensive reading is described, based on Richards and Rodgers' (1982) definition of "procedure."


* This article begins with a discussion of the need to make English language teaching materials relevant to the cultures of L2 students. A project is described in which such materials were written for an extensive reading programme for students in a rural secondary school in Malaysia. To capture students' attention, the stories were kept to 150-200 words, a large font was used, and illustrations were included. Twenty-one of the stories are included.


* This letter comments on two previous articles in the same journal. Two of the points that the letter makes are: (1) the relatively frequent encounters with vocabulary items that can occur in extensive reading may make the items more readily acquired without the use of explicit vocabulary instruction; (2) instead of replacing difficult vocabulary items in order to make extensive reading materials more comprehensible, an alternative would be to use repetition of these items. The author also comments on the design of research on extensive reading.

The study compares the effects of an enriched syllabus which included extensive reading and frequent writing assignments on English descriptive writing performance at different form levels. It examines a group of Cantonese-speaking students at four form levels in Hong Kong who participated in three English programs: (A) regular plus unrelated (mathematics) enrichment program, (B) regular plus extensive reading, and (C) regular plus frequent writing practice. Results demonstrated significant main effects due to the nature of program and form level with no significant interaction of these factors. The regular plus extensive reading program was overall significantly effective, while both the regular plus mathematics program and the regular plus frequent writing practice were not. In the area of content, the reading program was the only one which showed a significant positive effect. Similarly, in the area of language use, the reading program was the only one of the three shown significantly effective.


Intralanguage transfer (across modalities within the same language) is a source of acquisition of L2 proficiency. Reading is often considered relevant input in the acquisition of writing as well as general proficiency. This paper first reviews the literature on the role of input in ESL/EFL proficiency, establishing a prima facie case for reading as a source of relevant input. It also highlights a major problem with extensive reading schemes in Hong Kong which is competition for class time and teacher resources. The paper then presents a model of extensive reading field-tested in a Hong Kong secondary school in the format of an after-school work achievement contest, focusing on how it may avoid this major fault with existing extensive reading schemes and how it may be varied for use in other school systems. It finally concludes with a list of characteristics and benefits the model features.


* Although research strongly suggests extensive reading can boost L2 acquisition, few L2 learners engage in voluntary extensive reading. This article describes an approach used to encourage more extensive reading by adult intermediate and high level ESL students in a community language course in the U.S. The approach consists of helping students appreciate the power of extensive reading, introducing them to popular novels, and assisting them to develop their reading efficacy by avoiding dictionary use, reading at a quick, steady pace, appreciating that the first part of the book will be the most difficult, and establishing a daily reading habit. Student reaction, collected from their writings about their reading experiences, suggests they reacted favorably to the approach.


* This article reports a case study of a 36-year-old female Indonesian studying English at a U.S. university, prior to which she had never read an English language book, except for textbooks. Even in her L1, she gave low priority to reading books. The study focuses on the person's participation in a course in which the entire class read and discussed a set of books. Using a qualitative research framework, the author reports the student reacted very positively to this approach to extensive reading in terms of three areas: beliefs about reading and second language development; feelings about reading in the L2; and knowledge of the L2, the world around her, and herself.


* Investigates whether a three-month extensive reading program involving graded readers could improve English-as-a-Second-Langauge (ESL) learners' second language competence. Finds improvement in reading and writing skills and a simpler but more correct use of syntax in the second language.


In the context of a university English Language Centre, where students were preparing for tertiary level study through English, development of an adequate reading ability was perceived to be a problem. As a response to this perception, a self-access extensive reading project using graded readers was set up with the help of the Edinburgh Project in Extensive Reading (EPER). Feedback on the project was sought from students, who were also tested over three university terms. The results showed not only that progress as measured by test scores correlated positively with the amount of reading done, but also that students rated the project favourably.


* The article begins by defining graded reading, "Graded Reading therefore involves the reading of material which has been made easy to read." A key link between graded and extensive reading is that, "Graded Reading uses specially prepared materials while Extensive Reading can, but need not do so." Next, reasons are given for the importance of graded reading: "building reading speed, lexical speed
access, reading fluency, and the ability when reading to move from working with words to working with ideas." Motivation can also increase. The rest of the article deals with a number of questions about the use of graded reading, including how to help learners choose materials at a level appropriate for them, how to organize and assess the materials, and the link between intensive and extensive reading.


This paper describes a classification scheme developed to examine the effects of extensive reading on primary and second language vocabulary acquisition and reports on an experiment undertaken to test the model scheme. The classification scheme represents a hypothesized hierarchy of the degree and type of mental processing required by various kinds of vocabulary exercises. These categories include: (1) selective attention; (2) recognition; (3) manipulation; (4) interpretation; and (5) production. This hierarchy was tested in an English-as-a-Second-Language (ESL) classroom by comparing the vocabulary gains of learners in a thematic reading program with those in the same reading program in which some readings were replaced by vocabulary enhancement activities. Results indicated that although both groups in the reading program experienced substantial gains in word knowledge, those performing vocabulary enhancement techniques along with reading activities learned more words and achieved greater depth in their knowledge of these words than those students exposed to extensive reading alone. Three appendices provide copies of a vocabulary exercise analysis sheet, examples of vocabulary exercises, and vocabulary scoring categories.


A word frequency study was made of two graded readers and an unsimplified text to determine the contribution that graded readers can make to vocabulary learning. Assuming that 10 repetitions are needed for learning, it was found that in order to master the vocabulary at a particular level, it would be necessary to read several texts at that level. It was also found that when moving from one level to another, it is not necessary to learn the vocabulary of the new level, or indeed to master all the vocabulary of the previous levels, in order to read successfully at the new level. Graded readers also provide suitable conditions for guessing unknown words from context.


* This article describes an English language extensive reading program at an Israeli junior high school. The program's initiation, guidelines, and problems are discussed. Student surveys indicated an overall favorable response to the program. The authors make the following suggestions: provide incentives to encourage students to bring their books to class; hold meetings at which teachers work on criteria for evaluating students' book tasks; encourage teachers to conduct sustained silent reading (SSR) at conducive times and to maintain discipline during SSR; and involve students in deciding which books to purchase for the school library.


# It has been ten years since Trident School of Languages [Japan] started incorporating extensive reading into the reading program, where it has been a critical element in our reading curriculum. This paper explains why extensive reading is important for improving students' reading ability, how we integrate it into our reading program, how effective it has been, and problems and difficulties yet to [be] overcome.


Linguistic simplification of authentic texts is a common practice in second language (SL) reading material but research results on whether it actually increases comprehension are inconsistent. This study examined the types of simplifications made to 4 authentic texts and investigated whether there were differences in recall scores based on whether students read simplified or authentic versions. Four different recall scoring methods were used to assess reading comprehension. Findings indicated that a high percentage of the modifications made were lexical in nature and that recall scores for the simplified texts were not superior to the authentic ones. Moreover, 1 scoring method in particular, scoring based on the number and weight of misinterpretations, led to significant insights into the relationship between text processing and reading comprehension.


* The author discusses her experience with extensive reading programs in Hong Kong, reporting that many teachers see extensive reading as a useful but optional extra to be implemented only if time allows. Yu explains why extensive reading should be a regular part of the curriculum and how this can be achieved. Her list of key ingredients of successful extensive reading programs includes: a wide variety
of materials to meet all students' interests and reading levels; post-reading tasks that are short and easy; coordination among teachers to build the program; and changing roles among teachers who become facilitators, enthusiasts, and administrators for the program.


This chapter provides practical guidelines to help teachers organise an extensive reading book programme in the form of an independent learning package. The paper begins by discussing the characteristics, value, and aims of extensive reading. This is followed by a step-by-step introduction to ways of organising a reading programme. The last section of the paper is devoted to a discussion of the changing roles of the teacher and the students in such a programme. Although the focus of the chapter is on a book-based programme, many of the principles can be applied if other materials, such as newspapers, magazines, brochures, or leaflets are used.


This article reports a questionnaire study involving approximately 1000 Hong Kong Form 2 (ages 12-14), half of whom had taken part in an English language extensive reading scheme. Those who had participated in the scheme (the experimental condition) reported borrowing more English books, spending more hours reading English books, finishing more of the books, and finding reading English books easier and more enjoyable. No differences between the two groups were found in terms of reported reading speed or the positive attitudes toward extensive reading held by about 90% of students in each condition. About 10% of students in the experimental group did not believe that extensive reading helped improve their L2 proficiency.


This chapter describes a territory-wide English extensive reading scheme implemented at upper primary and junior secondary levels in Hong Kong schools. The paper discusses the rationale for extensive reading and outlines the aims and features of the reading scheme. It also reports on an empirical study to evaluate the effectiveness of the scheme. The study investigated whether the scheme helped students acquire a reading habit in English and improve their English proficiency. Participants in the study were an experimental group (492 students), a control group (490 students), and 45 teachers from schools taking part in the scheme. All three groups completed questionnaires. Results suggested that students in the experimental group were more regular readers. However, only 27% included extensive reading in English as a favourite pastime, showing that a reading habit takes a long time to develop and continual structural support is necessary. As for language development, the experimental students were more confident of their reading ability, and evaluation of the scheme by teachers and students suggested that they perceived the programme as useful in developing such aspects of English as vocabulary, reading, and writing and in expanding students' knowledge of the world.


Many teachers give little or no classroom attention to vocabulary, assuming students will learn words incidentally. Although research demonstrates that vocabulary can be acquired indirectly through reading, the question remains: Does vocabulary instruction make a difference? This article reports on a pilot study of the combined effects of reading and interactive vocabulary instruction for U.S. postsecondary L2 students preparing for university entrance. A 10-week classroom-based study tested the hypothesis that L2 students exposed to a combination of regular periods of reading and interactive vocabulary instruction will show significant increases in their knowledge of the nontechnical terms that are used widely across academic fields. L2 students attending university-preparatory intensive English programs were divided into two groups: one received 3 hours a week of interactive vocabulary instruction plus an assignment to read self-selected materials; the other received the self-selected reading assignment only. The results of this study suggest that interactive vocabulary instruction accompanied by moderate amounts of self-selected and course-related reading led to gains in vocabulary knowledge; students’ perceptions of how best to learn words corroborated these results. It is argued that teachers should give consideration to the effects of combining reading and interactive vocabulary instruction.

E-mail addresses of authors of works in this bibliography (when no e-mail address was available, a traditional address is provided)

Bamford, Julian: bamford@shohan.bunkyo.ac.jp
Barfield, Andy: andyb@sakura.cc.tsukuba.ac.jp
Carrell, Patricia: pcarrell@gsu.edu
Day, Richard R.: rday@hawaii.edu
Dupuy, Beatrice: bdupuy@unix1.sncc.lsu.edu
Elley, Warwick: vwelley@iconz.co.nz
Hill, David: David.R.Hill@ed.ac.uk; eper.enquiries@ed.ac.uk
Jacobs, George M.: gnjacob@pacific.net.sg
Janopoulos, Michael: Michael.Janopoulos@uni.edu
Ji, Yuhua: yuhua@jinxian.xmu.edu.cn
Lai, Eva Fung-kuen: fungkuenlaw@cuhk.edu.hk
Lie, Anita: anitalie@peter.petsa.ac.id
Mason, Beniko: benikomason@hotmail.com
McQuillan, Jeff: jmcquillan@exchange.fullerton.edu
Nation, I.S.P.: Paul.Nation@yww.ac.nz
Nuttall, Christine: Low Heathwaite Yeat, Kirkby in Furness, Cumbria LA17 7XP, United Kingdom
Pino-Silva, Juan: jpio@telcel.net.ve
Renandy, Willy A.: willyr@pacific.net.sg
Robb, Tom: trobb@ns.kulawanka.ne.jp
Rodrigo, Victoria: rodrigo@homer.forlang.lsu.edu
Tse, Lucy: ltse@imu.mai.edu
Yu, Vivienne: viyu@eng.ied.edu.hk