

# The efficacy of extensive reading at university

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## 要約

「高等学校の受験英語のクラスで和訳を中心とした授業を受け英文を読解してきた学生が、大学で多読の読み方に移行した結果、スピードと読解力を上げることができるか、また多読を一定期間継続した結果、TOEFLのライティングにおいて英文の総語数、文法上の誤りの数、複文の構成に変化が見られるかを検証した。1セメスターのコースで、学生は最大52冊を読み26人中1人がfluent readerレベルであるWPM250のreading fluencyを獲得した。ライティングにおいては総語数、複文構成が増えたが文法上の誤りは減少しなかった。また多読のリーディング教材で触れた語彙をライティングで使うrisk-takingの態度が、fluent readerの英文に観察されたことから、大学での多読とライティングを組み合わせたクラスでの言語能力養成は学生のニーズに合い、重要度が高い活動になり得るという示唆が得られた。」

## 1 INTRODUCTION

The purpose of this study is to see whether students can shift the reading method, from grammar-translation, namely “yakudoku” (Porcaro, 2005, P.1) to extensive reading (ER for short) style and can complete ER task. The author defined “ER style” as the condition that students understand English sentences in English with relatively higher speed reading instead of word-to word translation into Japanese. Also, the author tried to investigate whether ER helped students to improve their writing competence. Grammar-translation method is extensively employed at many high schools in exam-oriented English class where teachers have students translate English sentences into Japanese and students decode them with very low speed of reading. Also, at high school, students are required to learn English composition that students need to translate fixed Japanese sentences into English and they have little chance to express their opinions in English writing. At university, students must express their opinions in English writing class, however, writing is the most difficult task for students due to the negative influence caused by the grammar-translation method of reading. Some researchers claim that “yakudoku” style of teaching hinders learners to think and ends up being stagnated in a way of thinking. The method neither nurtures critical thinking skills (CTS for short) nor promotes the ability of express themselves.

Reading is the base of writing at university, so students need to think in English as the first requirement of writing ability and also they have to connect usable vocabulary and grammatical knowledge acquired through ER to writing. It has been so far that students seem to have no confidence in writing since writing is said to be the most difficult task in all four language skills of listening, reading, speaking and writing. Furukawa (2011) said that by continuing ER for a long time, students can think in English.

This study tried to investigate whether students who had been taught by “yakudoku” method can expel the habit of translation into Japanese and can successfully complete the first-time task of ER. The reading fluency (RF for short) in terms of speed and

comprehension score were measured in class to see their progress in ER. Also, the author tried to clarify how ER can help improve their writing competence and to discuss effective teaching methods from a viewpoint of TESOL (Teaching English to Speakers of Other Languages). Taking these purposes into account, the two following research questions were addressed in this study.

1. Did the students get rid of translation into Japanese and improve RF in terms of speed and comprehension during 13 classes in the course?

2. Did students' writing skill in terms of total number of words, risk-taking and grammatical correctness improve?

## 2 THEORETICAL BACKGROUNDS

Yamamoto (2014) stated that “reading is existed to improve students' intellectual level and has occupied the important corner of intellectual education at all times in the East and West” (p. 7). Regarding reading, the typical pedagogic convention such as “yakudoku” has presumably three main negative effects on students. First, it makes learners unconsciously “passive” (Kumar, 2016, p.2) thinkers where thinking ability of the learners is stagnated. Second, taking passive attitudes toward reading makes learners lose interest and motivation in learning. They tend to lose their self-esteem (Takase, 2012). Third, there being a huge gap between ideal communicative competence in English, “yakudoku” method does not seem to assure learners to be proficient in English. Meng (2009) reported that after having taught with the yakudoku method for a few years, Chinese university students stayed in the capability of decoding only at the sentence level. Porcaro (2005) also stated that Japanese university students are not at all fluent English readers nor have they pleasurable attitude toward reading in English. By integrating these causes, it can be said that there are two main negative effects inflicting on learners. They are no active readers and they remain the limited use of CTS. “Reading is an active and fluent cognitive activity in which learners build meaning between

readers and the reading materials “(Anderson (2003) cited in Aghajani & Ghoramlezapore (2019, p.220). Reading is inevitable in learning, however, it has aroused a concern whether Japanese students enjoy reading and they can utilize the reading skill to fulfil other purposes. Berardo (2006) recommended the teachers to use authentic materials because the teacher ‘s job is to give students necessary skills and have students understand how the language is actually used. He stated that reading has three main purposes, “for survival, for learning, or for pleasure” (p. 61).

Recently, CTS and ER have been hot issues in English education at university. Nejmaoui (2019) argues that thinking critically is one of the objectives in higher education. However, universities seem to be far from fulfilling this goal. A number of researchers have defined what actually CTS is. Facione (1990 cited in Nejmaoui, 2019) asserted that “CTS involves (1) interpretation, (2) analysis, (3) evaluation, (4) inference, (5) explanation, and finally (6) self-regulation” (p.99). Numerous researchers (Aghajani & Ghoramlezapour, 2019; Dunn, 2016; Kumar, 2016; Stapleton, 2002) claimed that Japanese university students have not had enough opportunity to use CTS until the admission to university due to English for examinations. Dunn (2016) stated that Japanese students should move up the scale of CTS from “remembering”, the lowest scale to “creating”, the highest scale (p.5), otherwise they cannot obtain virtues such as “intellectual courage, humility and autonomy” (p.4). According to Weiler (2004) cited in Aghajani and Ghoramlezapour (2019), CTS is indispensable in “learning process, cognitive development and effective information seeking” (p.220). According to Dunn (2016), language activities arousing CTS will facilitate students to pursue further language acquisition (p.5-6).

Reading short, easy, and pleasurable authentic English books at students’ pace is ER and this method has brought many benefits to students. There are many researchers who reported ER can exert students on numerous advantages (Bell, 2001; Cote & Milliner, 2014; Day & Bamford, 1998 cited in Park, 2005; Furukawa, 2011; Guo, 2012; Pigata & Schmitt, 2006). Many beneficial findings from the research have been report-

ed by (Fujita& Noro, 2009; Iwahori, 2008; Robb & Susser, 1989; Takase, 2012).

Under EFL situation in Japan, input of the target language is not enough for learners to suffice output activity such as writing with substantial input. To supplement insufficient input, ER has supported its efficacy in the target language learning (Yamauchi, 2022; Watanabe, 2022) especially for beginner-level students. Nakamura (2020) reported that ER has been very effective teaching method at the university where she teaches to encourage students' motivation and raise their self-confidence. She concluded that the program can be continuable from the fact that students kept themselves engaged and maintained positive attitudes toward ER. Robb and Susser (1989) conducted a study whether ER reading alone can improve learner's reading ability without a skill-based procedure and found that ER can be effective since learners quite enjoyed ER and writing activities. Meng (2009) planned an ER activity in which learners read 45 minutes in class as well as do reading out of class, combining both into 30 books within one year, however, concrete findings were not mentioned. The benefits learners gained by being involved in ER are that first, ER can be a source of vocabulary acquisition, especially in sight vocabulary which facilitates comprehension (Iwahori, 2008). Pigada and Schmitt (2006) concluded that from a case study they have completed with one student in French, spelling was strongly enhanced even for a one-month exposure to the target language among spelling, meaning and grammatical behavior of words. Guo (2012) also found that from ER, students showed the great increase of vocabulary growth as well as the advance of reading comprehension. He concluded that gaining much vocabulary knowledge enabled students to better understand the content and his students reported that they got more motivation to express their ideas and read more.

Second benefit of ER is, giving students ER builds students' good reading habit. Third one is, according to Iwahori (2008) and Fujita (2009), ER increases students' reading speed. From the data obtained by Iwahori (2008), high school students improved both reading rate by 30 percent on average and C-test scores after seven weeks duration. Fourth one is, according to Fujita and Noro, (2009), ER gives students enor-

mous pleasure from reading and at the same time, students have innate motivation for continuous reading. It can be assumed that, as Berardo (2006) claims, by reading authentic materials, learners can get higher motivation, get a sense of achievement when they understand the content and, they can be encouraged to reading more on a daily basis.

### 3 METHODOLOGIES

#### 3.1 Participants

The course was held during the spring semester in 2022 at a women's university in Yokohama. The course was an elective course which was provided for any grade students. However, the priority of enrollment into the course was given to the first-year students. The number of the registration was 30. There were 30 students enrolled into this program which was the maximum number for registration. The first-year students accounted for 60% of the class. Regarding their general English competence, 22 students have passed 2<sup>nd</sup> grade of the English Proficiency (Eiken) exams, and the rest of 4 students had a desire to pass 2<sup>nd</sup> grade of the English Proficiency (Eiken) exams. The students responded to the first questionnaire about the reason of enrollment into the course. Most of them answered that they wanted to read English books and all students except for 1 student had no experience of ER.

#### 3.2 Materials

The researcher chose 3 main materials to pursue this project such as speed reading, individual ER, and TOEFL writing. First, speed reading was incorporated with the purpose of measuring students' reading speed and comprehension of the passage. Through this material, students were required to read fast without translating each sentence into Japanese. Each passage in the material is written in basic comprehensible words. In each passage, there were 8 English questions in the back side of the page, so students were supposed to choose the answer from 3 multiple choices. Nation and Marsh (2007) mentioned that "250 words per minute is the target reading speed for

fluent second language reading” (p.114). Through this speed-reading training, it is expected that students will try to read fast by recognizing the words quickly and to understand the passage in English. Second, for individual ER, the author explained the kinds of books and showed students the scanned cover page of the best 130 picture books and 7 ER series books when doing online classes. Through this process, the author intrigued students’ interest to ER and let them find the book they wanted to read later in the face-to-face class. The author also distributed the brochure about what ER is and the brief explanation of each scanned book to let them understand about the content of each book. In the face-to-face class, that was the third class, the author brought over 60 books with the range of picture books and ER series books to the classroom to arrange them on the desk near the front, so that students can pick up their favorite books to read in class. The author changed some part of the books every week so that the students would not get bored. Third, the author chose TOEFL writing topic as the pre and post writing in ER class. The author chose the different topic to evade students’ memorization of the topic. TOEFL topic is preferable to have them write their opinions since they need to raise their reasons to support their opinions. The author counted all errors and compared pre and post writing in terms of the number of words, complexity, and the number of grammatical mistakes. “Complexity” is defined by the author as the ratio that students can use conjunctions such as so, but, and therefore, to make simple sentences into complex sentences.

### 3.3 Procedures

There were 15 classes in the course and specific two classes were set aside due to online teaching. During those classes, the author explained what ER was and showed them the cover picture of the best 130 picture books and 13 ER series stored at the university library. During online two classes, students read e-books through OPAC system at the library. At the third class, this was the first class held in person, the author had students introduce themselves in English to encourage them to be able work cooperatively in a group. Then the author had students write the first opinion-writing for 30 minutes using TOEFL writing topic to observe already nurtured writing competence. In

addition to it, in the final class, the author also had students write the final opinion-writing using TOEFL writing task for 30 minutes to observe whether writing competence nurtured through ER. In each class, from the 3rd to the final 15th, the following 4 activities were done throughout the course, 1) speed reading, 2) writing book reports, 3) presenting book reports in a group, 4) individual ER.

### 3.3.1 Speed Reading

1) In speed reading, students read one passage consisting of around 360 words within 6 minutes. There are 4 levels in this book and the researcher chose the level 3 since it is suitable for university students. The content varies and one passage deals with one genre such as places, plants, people, and sports, and so on. The purpose of this activity is to measure students' reading speed and comprehension skills and to see the growth of those two aspects. The detailed process of this activity is as follows, (1) after receiving the passage, students set their timer on their smart phone on the desk. (2) start the timer and start reading the front page, (3) stop the timer and answer the 8 questions on the back page without looking at the front page, (4) after 6 minutes, mark their answers in response to the teacher's correct answers, (5) fill in their time and the number of correct answers on the score card.

### 3.3.2) Book Reports

Students were assigned a book report every week about the best book they had read the previous week. It was required to write more than 7 lines in English to have the reader understand the reasons why the writer recommend the book. They had 10 minutes for writing without using a dictionary. There was no one who needed more time to write the report.

### 3.3.3) Book Reports Presentation

After finishing writing book report, the author urged students to form a group of three or four. They were supposed to read aloud their book reports written for the previous procedure in a group and they listened to each other. They finished this process



within around 5 minutes, and they seemed to ask no questions to each other. After that, they soon switched to reading ER.

### 3.3.4) Individual ER

On the desk near the front door, there were around 60 books arranged ranging from picture books to extensive reading series such as *Oxford bookworms*, *Cambridge*, *Penguin*, *Macmillan*, *Page Turner*, and *Foundations*. The author borrowed these books from the library and brought her private collection of books as well. The books were arranged from the lowest level (*starter*) to the highest level (*level 2*) since most students had no experience of ER so far. The author carefully chose interesting books for the beginners to intrigue students' interest and motivation to read. Students started reading extensively soon after they finished presenting book report. They came to the front to pick up their favorite books they want to read during this time allocation. They seemed to enjoy choosing books during the class. Generally, students read 50 to 55 minutes and they filled in the weekly ER record at the end of the class. They filled in 1) title of the book, 2) its publisher, 3) pages they read on the class, 4) symbols (○、△) for assessing students' preference and the content. 5) brief comment either in English or Japanese. When they finished reading whole one book, they needed to fill in another form on which they record the number of books they have read so far.

### 3.3.5) TOEFL writing

In the third class (the first class in person), the author had students write opinions using TOEFL topic to see their current writing competence. The topic was chosen from TOEFL test. The author gave students 5 minutes for preparation and then 30 minutes for writing without using a dictionary. During preparation, students looked up vocabulary they needed in writing and planned for scheme. Then they had 30 minutes to describe their opinions without using any device. This activity had a purpose to see and compare their competence between this first time and the last time writing to see whether ER caused any improvement in their writing competence. This activity was implemented with the purpose of seeing the growth of writing competence after 13

weeks exposure to ER. Students wrote their opinions about the technological development for the first writing and the bad habit for the last writing. The author examined the writing from 5 students, including one fluent reader, in terms of the number of words, complexity and the number of grammatical mistakes.

## 4 RESULTS

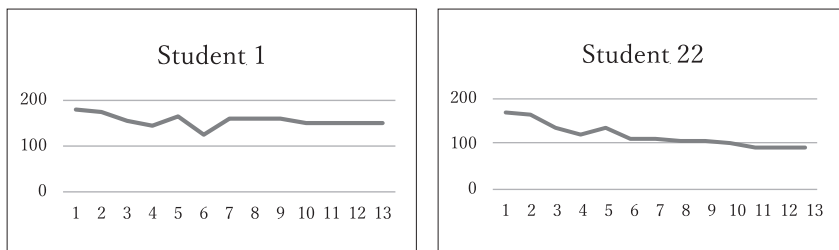
The author found 7 patterns in the research in connection with the research questions, 1) Did the students get rid of the translation habit into Japanese and improve RF in terms of speed and comprehension during 13 classes in the course? 2) Did students' writing skill in terms of total number of words, risk-taking and grammatical correctness improve?

Pattern 1): Few students surpassed 250 WPM.

A majority of 73% students (19) out of 26 improved their reading speed through these accelerated reading activities compared with their first and the last scores. First, the average speed of all students for 13 times was 159 seconds, namely 2 minutes 39 seconds. The fastest average was 88 seconds, that was 1minute and 28 seconds and the slowest average was 253 seconds, that was 3 minutes 13 seconds. There were 2 students whose average was over 240 seconds, meaning 4 minutes. Nation and Malarcher (2007) said that word per minute (WPM for short) in a fluent second language reader is 250 WPM.

Table 1 shows the two students' examples of reading speed. The vertical axis shows seconds and horizontal axis shows times in class. Student 22 was one of the 8 fluent readers the researcher had defined, and her graph showed that she decreased in reading speed. On the other hand, student 1 showed that no significant difference occurred between the first and the last class.

Table 1 The two examples of students' reading speed



From the data obtained, the average speed of 159 seconds means that students' average WPM was around 150. If students read the passage within 1 minute and 15 seconds, their WPM would be 250. Therefore, they need to decrease their speed to be a fluent reader.

Pattern 2): 69% of the students surpassed more than average point of 6.

Regarding reading comprehension (see Appendix 1), a majority of students (18) surpassed more than average point of 6 out of 8. The average score of all 26 students was 6.2. The worst average correctness was 2.6. It can be said that the level of this material was suitable for the students from the average result of all students. When the author looked at students who had the lower average, for example, 3.6, it can be said that the correctness was fluctuated from the lowest, 1 to the highest, 6 instead of improving gradually. That tendency was observed for those who had the same lower average range from 3 to 5.

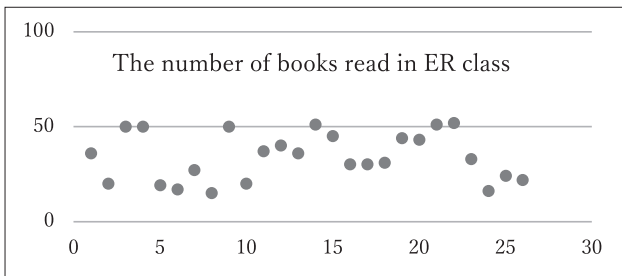
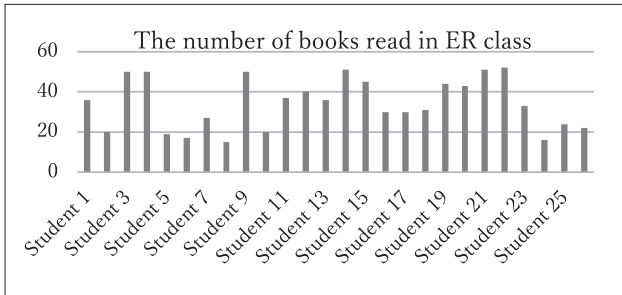
Pattern 3): 8 students were qualified as fluent readers in this study.

Regarding RF, Nation and Malarcher (2007) said that to be fluent means to make use of what they already know and to utilize it as well as they can, and defined WPM 250 per 1 minute. From the data obtained, there was only one student who could achieve this criterion and became a fluent reader. If the author picked up 8 students who surpassed both average in terms of speed and comprehension of all the students, there were 8 students who were qualified for this criterion.

Therefore, in this project, 8 students were recognized as fluent readers.

Pattern 4): Most students got rid of translation habit into Japanese.

Table 2 shows the number of books students read throughout the course.



The greatest number of books students read was 52 books and the fewest was 16 books. There was a thick band over 20 to 50 books range. Students were supposed to read 30 or more picture books or 15 or more of ER series of books leveled 1 or above as a requirement. Unfortunately, there was no information written about the number of words on each book, therefore, the number of books was designated. From the data obtained, several findings were found. First, fluent readers wrote ER comments very elaborately by writing 2 to 3 sentences in Japanese compared with other non-fluent readers. They explained why they were impressed with the books and when they expressed their opinions, they were good at summarizing concrete story with their own words. They never wrote such simple 1-line comment as “I understood, it was interesting, I was impressed, I felt sorry for that, I could understand, and It was great” and so on.

Second, among half of them, namely, 4 students read mixed kinds of books with picture books and ER series books. The rest of 4 students out of 8 read only ER series books. It can be said that students who read only ER series of books may have had higher comprehension ability or some experience of ER. Actually, 1 student who had ER experience was involved in this group. Since they could enjoy reading the story as main content, not pictures as main one to look at. Third, the average number of books they read during the course was 36 and half of them read over 45 books. From the data obtained, fluent readers read 3 to 4 books in one class at campus, and only 2 students read books at home, too. Therefore, they could concentrate on reading at campus, and they could keep reading during designated time in class.

Pattern 5): The number of words in writing increased.

Regarding the number of words students wrote in book reports (see Appendix 2), the average number of words each student wrote was ranging from the fewest, 36 to the greatest, 89. The average number of words of all students was 64 words. 53% of the students surpassed the average number of words 64 in book-report writing. The top three students' result did not have much difference. The first place was 89, the second place was 87, and the third place was 82. These three students also belonged to the group of five students who improved the number of words in TOEFL writing. The student who was in the second place in this book report-writing was one of the fluent readers and she was also one of the five students who increased the number of words in the TOEFL writing.

Regarding the number of words students wrote in TOEFL writing (see Appendix 3). 5 students increased the number of words written in TOEFL writing. Compared with their first and the last writing, the average improvement was 44 words.

Pattern 6): Grammatical mistakes did not decrease.

Regarding grammatical mistakes in book-report writing, the number of mistakes did not decrease, rather 3 out of 5 students increased their grammatical mistakes in

writing. The total number of mistakes for 8 times of book-report writing ranged from the greatest 46, 31 to the fewest 14. There were 2 students whose mistakes were the same number 14.

Regarding grammatical mistakes in TOEFL writing, there were 2 findings. Unlike the researcher's expectation, the grammatical mistakes did not decrease gradually though the opportunities increased. The errors appeared to be fluctuated. The sentence patterns of each student vary depending on students. The number of mistakes for both pre and post by 5 students were from the greatest 9, 6, 4, 2, and to the fewest, 1. Mistakes were not decreased, rather 3 out of 5 students increased their grammatical mistakes in the post writing.

Pattern 7): "Complexity" improved and "risk-taking" appeared.

Regarding "risk-taking" in book-report writing, a noticeable pattern was found in one of the fluent readers' written comments. The author defined "risk-taking" as trying out risky suppositions (Skehan, 1989). As Skehan states, obtaining greater language success tends to have something to do with taking risks, and by taking risks, learners are in the cumulative learning phase, which finally leads to longitudinal language success. Also, taking risks helps to prevent fossilization in language learning.

She wrote the third entry after reading *Cinderella*.

"Second, Cinderella teaches us that it is important to believe in dreams. Cinderella was tampered by her mother-in-law and sisters".

Moreover, she wrote in the seventh entry after reading *Rapunzel*.

"The Prince's eyes were crushed by the thorns of the thorns, but I was surprised that Rapunzel's tears made him visible".

As the third example, she took a risk of using specific vocabulary from the context in the book. It can be said that she understood the story well and truly.

Regarding “complexity” in TOEFL writing, the author defined “complexity” as increased use of the conjunctions to expand and enrich their opinions and moving from simple to complex sentences (Shaw & Liu, 1998). From the data obtained, students used conjunctions such as but, so, and therefore, to connect simple sentences properly and the number of complex sentences increased in all 5 students. It can be said that students increased the number of words to express their opinions in complex sentences in the final writing.

As examples, one of the students wrote in her last entry.

“If people don’t like cooking, more and more people often eat fast food. But it is not good for our health. If they eat fast food many times a week, they may get sick or cancer.”

She wrote for the first entry.

“I think that humans do not have to work after a few years. All do all things instead of humans.”

Her sentences clearly showed improvement not only in the number of words, but also in terms of word selection, complexity, and clearer content she intended to convey.

## 5 DISCUSSIONS

From the data above, it seems that incorporating speed reading, writing and presenting book-reports and writing opinions in TOEFL in ER class can facilitate language learning effectively for beginner-level EFL university students, especially in terms of speed and comprehension. First, although there was only one student who was equivalent to the Nation and Malarcher’s (2007) criterion, representing 250 WPM, it was noticeable that there were many students who improved their score of reading speed. As they were able to improve their scores on the reading speed, it seems that it was effective for beginner-level EFL students to be made to concentrate on the accelerated reading activity. It is obvious that 8 students who had surpassed both average score of speed

and comprehension can get rid of decoding word-to word reading style and can shift to read the passage as a chunk to make sense of it. To read ER with pleasurable attitude, the author thinks this process is an inevitably necessary step for students to start thinking in English. However, in terms of vocabulary acquisition as Iwahori (2008) mentioned, it is testified that ER can enhance students' sight vocabulary when learners read over 200,000 words, unfortunately this study has not been clarified specifically in this point. In the future, the longer-term study is called for to clarify how much and what kind of vocabulary students will acquire through ER.

Second, incorporating ER in class enabled students to give opportunity to read their favorite and enjoyable English books as they had written in the first questionnaire. It was amazing that there were several students who read over 50 books for 3 months duration course. One fluent reader read over 27,000 words plus 30 picture books. Unfortunately, the books on the library did not show the number of words on each book, so it was impossible to calculate exact number of words student had read. By understanding exact number of words students read, teachers can predict what kind of language development may possibly occur in student's progress. Nishizawa (2007) said that to have the efficacy of ER, learners need to read at least 300,000 words. It is important that students need to read more not for a credit in class, but for their pleasure and information seeking in their daily life.

Third, from the final questionnaire results, writing and presenting book reports helped students know the good books, and students' motivation to read further arose through this activity. One more thing that raised students' motivation was the grammar correction by the author. After students submitted their book reports, the author read them, corrected their grammatical mistakes, and commented such as using symbols like double circles before returning to them the next week. Casanave (1995) referred to the student's comment that "always looked forward to seeing the comments," for journal-writing in her university class (p.104). It is presumable that students got confidence in English writing to some extent by the teacher's comment. Kitagawa and Kitagawa



(1987) cited in Casanave (1995) also reported that “many students have not written their own ideas freely even in Japanese and lack experience with expressive writing” (p.99). It is important to create supportive environment for learners and enhances independent writing skills in a university EFL writing (Liu, 2013). Fourth, by providing students with blended opportunity of writing opinions based on TOEFL in ER class, students tried to extend their opinions by adding reasons to persuade the reader. It was amazing that all five students (100%) used complex sentences in the final entry, though they made grammatical mistakes. Shirai (2019) has mentioned that to connect output activity to input activity is important for second language acquisition. He has also claimed that to have learners be involved in output activity in some part based on large amount of input is beneficial for them to enhance language acquisition. From the data of “risk-taking” writing, as Dunn (2016) mentioned, ER incorporated writing task surely became a significant impetus for language development for students. That student’s approach was, the author believes, the result of nurtured virtues of “intellectual courage” proposed by Weiler (2004). From the final questionnaire result, one student wrote that “when reading a book, I encountered vocabulary and I could use that vocabulary in writing”. Moreover, one fluent reader wrote “I could write more sentences, but I made more mistakes, so I would like to pay more attention to that. By reading a book, I could know vocabulary and also grammar, so I would like to keep reading”. It was noticeable that overwhelmingly all students were satisfied with ER and showed strong motivation to read more different genres and higher level of books. From these students’ responses, as Fujita and Noro (2009) mentioned, ER can surely give students huge pleasure from reading and can contribute to develop students’ cognitive development in higher level.

## 6 CONCLUSIONS AND IMPLICATIONS

Through this study, the author has been unsure of how students respond to ER since ER has not been prevalent among students and there has been general tendency that people don’t read books. However, as Yamamoto (2014) mentioned that it is necessary for students to get engaged in reading to raise their intellectual level. Moreover, as

Nejmaoui (2019) mentioned that universities do not seem to fulfil the goal of higher education where they should nurture students' CTS. In this specific field of CTS, the author has not been confident toward this program, and the author could not expect what result derived from this program. Through the literature review for this program, the author has noticed some problems in English education at university. Since students have gone through examination-English class, they tend to lack motivation to study, and they are busy in extra-curriculum activity. Meanwhile, there is an ER researcher who reported that students obtained many successful feelings through ER program (Takase, 2020). The students felt a sense of achievement, pleasure, concentration, interest, and effort when they finished reading one book and that feelings made them keep moving to further exploration of books. The author would like to give the students such strong impression and excitement from books for their humanitarian growth.

From the data obtained, first, the author approves incorporating combined ER and TOEFL writing at university English class can contribute to both students' language development and humanitarian growth. Students were impressed with the story *Rapunzel* because the love of princess made the blind prince regain eyesight. Students were relieved with the story *Pollyanna* because ill-fated Pollyanna became the children of Mr. and Mrs. Chilton. Students were made to think about friendship with the story *ALDO* since the help of friend had enormous influence. From the ER record of one fluent reader's, it can be found that not only did they learn language aspects especially in vocabulary and grammar and understood the content, but also they were excited, thrilled and moved by ER. Ivery and Broaddus (2001) mentioned that if students are given appropriate instruction and access to interesting materials, students become active and keen readers. From the viewpoint of the teacher, the author felt that the teacher must select materials suitable for students' interest and, as Berardo (206) mentioned, giving authentic materials in order to activate language development are crucial aspect.

Second, it is said that university students are autonomous learners in general. In this program, students chose their favorite books to read and repeatedly back and force

to return and pick up different books continuously. The author believes it was positive encouragement for them to think whether the book meets their level of comprehension and whether the book looks interesting. This experience can be added to their autonomous approach as a learner. As Dunn (2016) mentioned that Japanese students should move up the scale of CTS from the lowest to the highest, otherwise, they cannot obtain virtues such as “intellectual courage, humility and autonomy” (p.4). The author believes if students keep motivation toward ER after the course and they can look for books to read, which can truly nurture their autonomous attitude toward language learning.

Third, from the data obtained in this course, students enjoyed ER and writing, presenting book reports in a group. One student wrote in a free comment in the final questionnaire that she was inspired to read more good books by listening to other member’s book report presentation since they could share the intuitive information about good books. It is obvious to say writing task could be used as communication between peers and it may not have imposed heavy burden on students’ motivation. Another student wrote in her comment that she hopes to have more “fruitful class like this”. From the data obtained from student’s comments, ER and writing activity surely have educational purposes to meet students’ needs in language development. However, there is a concern. Since this course was provided only for 30 students as a class at campus for a short duration and they recognized the benefit of ER for the first time after taking class. It is ideal for students that they can have more easier access to ER information and resources to ask questions and advice and it will enable them to explore various books in different levels. Moreover, it is hopeful that there will be some committee where readers get together to share feelings and there should be held informative lectures for their future wisdom of intellectual prosperity. To be able to do so, the teachers need to make more efforts and make progress in all fields.

Finally, the author wholeheartedly appreciates the faculty professors who assigned this class and the library staff who always generously cooperated this program to yield benefits for students.

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Appendix 1RF:

Comprehension

	1	2	3	4	5	6	7	8	9	10	11
Student 1	8	8	8	5	8	7	7	8	8	7	7
Student 2	8	8	8	8	8	8	7	8	8	8	8
Student 3	6	8	7	8	8	8	8	7	6	7	8
Student 4	6	4	7	7	7	5	8	8	8	8	8
Student 5	7	6	7	8	7	8	6	6	7	6	7
Student 6	7	7	7	8	7	7	7	7	8	8	8
Student 7	7	8	7	8	7	8	7	8	7	8	7
Student 8	7	8	6	7	5	3	8	7	6	7	8
Student 9	2	6	6	3	4	5	6	6	6	5	6
Student 10	2	0	0	0	5	4	3	2	3	5	6
Student 11	4	4	2	4	4	2	2	4	2	5	5
Student 12	8	7	7	7	5	6	6	6	7	8	5
Student 13	7	6	6	6	5	3	6	5	5	5	5
Student 14	6	5	6	5	7	6	7	6	6	6	8
Student 15	4	6	7	4	6	7	8	8	7	8	8
Student 16	4	8	3	3	7	6	4	7	7	7	4
Student 17	8	3	8	5	6	6	6	5	7	8	7
Student 18	7	7	7	7	6	7	7	8	8	7	7
Student 19	6	7	7	6	6	7	7	6	7	8	7
Student 20	8	6	8	5	7	7	3	3	8	8	4
Student 21	8	8	8	8	6	8	8	7	6	6	8
Student 22	7	8	5	6	7	5	8	7	8	7	7
Student 23	4	6	5	3	2	1	4	2	4	4	4
Student 24	8	4	5	5	1	6	4	7	7	8	4
Student 25	7	6	7	6	8	6	7	7	7	6	7
Student 26	8	8	8	6	7	6	7	6	6	7	6

Appendix 2 Book Report :The number of words

	Class1	2	3	4	5	6	7	8	Average
Student 1	62	72	64	54	72	70	62	49	63
Student 2	67	0	73	68	75	0	0	0	70
Student 3	60	74	52	0	0	0	56	68	62
Student 4	50	44	49	42	0	0	36	78	50
Student 5	78	68	67	53	83	48	58	70	65
Student 6	75	85	82	80	92	0	78	72	80
Student 7	89	0	65	90	0	108	88	82	87
Student 8	65	84	93	82	74	70	72	88	79
Student 9	32	34	0	38	42	0	40	35	36
Student 10	75	49	0	0	60	70	42	50	57
Student 11	45	72	75	80	70	69	0	62	68
Student 12	66	64	58	60	58	65	62	0	62
Student 13	36	71	59	38	0	58	53	50	52
Student 14	52	72	58	63	0	68	0	0	52
Student 15	103	88	79	78	93	70	88	94	87
Student 16	54	63	67	52	72	80	72	64	65
Student 17	53	88	93	70	80	100	102	70	82
Student 18	63	63	68	60	80	58	72	62	66
Student 19	48	58	0	0	48	0	60	0	53
Student 20	56	63	63	68	54	0	0	0	61
Student 21	54	68	69	70	68	0	82	64	68
Student 22	47	63	56	50	0	43	0	76	56
Student 23	0	73	44	54	48	68	56	58	57
Student 24	0	61	100	94	90	68	123	88	89
Student 25	42	57	0	47	43	36	30	0	43
Student 26	62	65	66	80	88	85	68	0	73

Appendix 3

TOEFL Writing	The number of words		
	Pre	Post	Improvement
Student 1	36	75	39
Student 2	104	72	
Student 3	41	0	
Student 4	49	0	
Student 5	94	74	
Student 6	100	0	
Student 7	136	58	
Student 8	74	62	
Student 9	58	40	
Student 10	102	0	
Student 11	28	63	35
Student 12	116	36	
Student 13	48	0	
Student 14	74	53	
Student 15	80	84	4
Student 16	63	62	
Student 17	74	126	52
Student 18	120	95	
Student 19	58	48	
Student 20	96	72	
Student 21	161	120	
Student 22	125	88	
Student 23	67	48	
Student 24	17	105	88
Student 25	76	54	
Student 26	146	130	