Sound and Simple Approach to an Extensive Reading Project

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ABSTRACT

The evidence is undeniable that extensive reading (ER) improves reading comprehension, vocabulary, and motivation. Nevertheless, ER is often neglected in ESL classrooms. In order to introduce ER to more ESL teachers' repertoires, this article will present a developed, principled, and practical ER project suitable for almost any classroom teaching situation. Readers will gain an overview of the literature surrounding ER and be provided with practical ideas, resources, rubrics, activity descriptions, and examples from the lead author's personal practice of ways to implement an ER project in their institutions and classrooms.

Keywords: ELLs, extensive reading, classroom practice, language development

Introduction

English as a second language (ESL) learners and teachers alike know the importance of reading in English for students' academic growth and roles as literate global citizens. As a result, strong reading skills are valued and emphasized in the classroom. However, most frequently, ESL classroom reading assigns students with short readings to elicit specific skills. These intensive reading projects serve a role in language acquisition, but they do little to inspire a personal investment in reading or motivation. The ability to read lengthy texts for an extended period of time is one marker of fluent reading. However, the skill of fluent reading is not fostered through short readings with frequent stops to look up vocabulary typical of intensive reading

assignments, and fluency training on its own will not automatically ensure a student will be able to read extended texts with confidence and deep comprehension. Providing reading activities that allow students to read longer texts with few new vocabulary words gives students the opportunity to naturally improve fluency and deep comprehension, along with increasing their confidence as readers. Pairing traditional intensive reading activities with a well-developed extensive reading project can yield meaningful development in the reading skills of second language learners. The research and teaching method outlined in this article present one way to implement a sound and simple approach to extensive reading in the classroom to encourage language learners to develop their abilities as fluent readers.

Extensive reading defined

Broadly put, "extensive reading simply involves the learners quietly reading books which are at the right level for them" (Nation, 2015, p. 140). With many ESL classroom reading activities focused on teaching specific vocabulary and understanding academic texts, the extensive reading (ER) activity would ideally be unique to each learner and on an interesting and enjoyable topic for the individual. Because ER takes place over a period of time and involves a lengthy text, each learner within the classroom should personally select their own book to read. This ensures that they are interested in what they are reading and can gain enjoyment from the reading.

Unsurprisingly, being able to read a large quantity of text (like books) in a foreign language is rewarding for language learners, and there are many academic benefits from ER as well. Research studies confirm that appropriately leveled reading for extended periods of time will ultimately develop important reading skills. Students who participate in ER have been shown to become better, more confident readers; develop significant, strong vocabularies;

improve reading rates; and understand target language grammar (Bamford & Day, 2004; Grabe, 2011; Cunningham & Stanovich, 1997; Horst, 2009; Nation, 2001; Stanovich, 2000; Renandya & Jacobs, 2016). Long term extensive reading also contributes to other language skills. As students increase their confidence in reading they also write better and their listening and speaking abilities improve along with their vocabulary (Bamford & Day 2004). Most importantly, research points to ER as a contributing factor in students developing "positive attitudes toward and increased motivation to study the new language" (Bamford & Day, 2004, p. 99). Not only does ER provide students with increased confidence, but "there is some evidence that extensive reading is more motivating for students than more traditional textbook-oriented reading instruction" (Day & Bamford, 1998, p. 62; see also, Guthrie et al., 2004b; Stahl & Huebach, 2005).

While theorists agree on the basic definition of ER and researchers have proven the multitude of benefits the practice has for language learners, there is some debate regarding the place of traditional assessment within ER. Both sides of this debate are clearly presented in Fenton-Smith's (2010) article weighing the benefits and disadvantages of output activities for ER. Bruton (2002) criticizes the contradictory nature of ER that promotes pleasurable reading, but still allows for a variety of assessment methods. Bamford and Day (1998) agreed that "ideally…no postreading work should be required, the act of reading being its own reward" (p. 140). However, in reality, follow-up activities are common in ER course practice and the literature points to several significant benefits to activities assessing students' ER. ER assessment provides students accountability and can lead to stronger classroom community and multimodal projects that encourage enjoyable, lengthy reading (Fenton-Smith, 2010; Day & Bamford, 2002; Krashen, 2003).

The Challenges of ER

Day and Bamford (1998) outline a history of ER for both native and non-native speakers of English that they traced back to Harold Palmer in the 1920s. Forty years later ER had another burst of popularity with the "hooked on books" campaign (Fader & Shaevits, 1966). Over the decades researchers and theorists continued to recognize that students who read extensively experience many benefits (Krashen, 2004; Trelease, 1995). In the 1990s, ER received serious attention from researchers with a large amount of studies conducted to support the benefits of ER discussed previously.

Despite all of the praises of ER researchers have been singing since the 1920s, Grabe (2011) noted that "the role of extensive reading in classrooms around the world is remarkably small" (p. 312). He also outlined five key reasons why there is often an absence of ER within L2 learning contexts. First, the curriculum for reading courses rarely supports reading fluency as a main course goal. Typically, the goal within classes is the development of language skills such as vocabulary, grammar, translation, or study skills. These skills are typically met through shorter reading passages and specific vocabulary lists. Next, in a similar vein traditional reading classes focus on the development of accurate, slow comprehension abilities. Teachers assume students will pursue ER on their own by taking the initiative to apply reading techniques from class readings to longer texts. Because of the traditional structure of reading courses, a common restraint is the potentially radical reimagination of course curriculum teachers need to consider incorporating ER. Often teachers are not the only stakeholders who need to change the course content and expectations. Program administrators also need to realign their goals for classroom expectations as ER projects can be viewed as class time that is not specifically linked to

preparations for the all-important proficiency tests. The final obstacle, and possibly the largest, is the question of resources. Even if students, teachers, and program administrators are interested in adding ER to the classroom curriculum, collecting and curating an appropriate library of materials can be cost and space prohibitive.

Despite extensive research showing the multitude of benefits of ER, there is often an absence of ER within L2 learning contexts. Reasons for the lack of turning theory into practice are many, including lack of appropriate reading resources, lack of time in the classroom, and lack of vision on how to incorporate a new concept into classroom practice. The goal of this article is to introduce a sound and simple approach to extensive reading in the classroom based on academic research. There are no shortcuts to teaching students how to read by reading (Grabe, 2009); however, this article will provide five sequential steps to simply and easily introduce extensive reading into the classroom.

Five Steps for Teaching with ER

The five tips defined and explained in this article and listed below will help teachers bring extensive reading into the classroom to help students develop their reading skills.

1. Build a diverse, extensive library;
2. Provide appropriately leveled material;
3. Allow students to select their own reading;
4. Create consistent reading circles; and
5. Provide creative final projects.

In the rest of the article, each of these five steps will be explained by

- A summary of what the research says about ER, and;
- A suggestion of what teachers can do in the classroom.

Step 1: Build a Diverse, Extensive Library

What research says. Because ER requires moving beyond the traditional reading curriculum of passages printed in textbooks, ER does present a need for additional resources. Ideally, students will have access to a variety of books for their ER projects. A variety of materials and options for reading allows students to find something that is interesting to them. They may choose their reading for entertainment, information, or personal development and they can choose the way they want to read by skimming, scanning or carefully reading (Bamford & Day, 2004). Promoting interest in reading is a key pillar of ER and a well-stocked library brings choice to a classroom and offers each individual something to excite them as readers.

What teachers can do. In a practical sense, building a diverse, extensive library is one of the largest hurdles in instituting an ER course. Because it is usually the first step in the process of beginning an ER component, it is the reason why many teachers and programs do not pursue incorporating ER into the curriculum. Large collections of books are not cost effective nor space efficient. However, there are many ways to provide students with a variety of reading material at little to no cost to the teacher or the school. With a few hundred dollars, a set of graded readers could be purchased from publishers such as Cambridge Press and Penguin. Hill (2013) is a helpful resource for programs that are selecting graded reader sets. In his survey, Hill analyzes over 2,000 titles from fourteen different publishers. The survey divides books by level and topic and provides an overview of the variety of levels and genres within each series. Purchasing one set of these books that fits the demographics of a program would provide a nice start for an ER library. However, if funds or space are not available for starting a library with physical books, there are online resources with free graded readers on a variety of topics. A link to one of these sites is included in the Appendices. An additional option could include a trip to the local library

to introduce students to their selections. Many resources are available to teachers and students who are interested in starting ER.

Step 2: Provide Appropriately Leveled Material

What the research says. One of the most important elements of ER is the level of the readings. ER differs from traditional course reading elements because the goal is to encourage students to read a longer text over a period of time with ease. Texts at or slightly below a reader's level boost confidence. When students can read easily and quickly, they are likely to have increased enjoyment and they are more likely to complete the reading. To achieve this goal, it naturally follows that the books must not be too difficult for the language learners. As Grabe (2011) succinctly said, "no other set of reading activities or reading practice can substitute for reading a longer text with reasonable comfort and without needing to stop constantly, and without feeling fatigued or overwhelmed" (p. 311). Research in ER gives specific guidelines regarding the amount of new vocabulary is appropriate for ER projects. Typically, ER "requires that a reader know 98-99 percent of the words in a text" (Grabe, 2011, p. 311). This means that there can only be three to six unknown words for every 300 words the student reads. Similarly, Bamford and Day's (2004) requirement is that "there should be no more than 1-2 new vocabulary items per page for beginners and no more than four or five for intermediate learners" (p. 2).

Due to the strict vocabulary requirements of ER, theorists agree that the best reading materials are graded readers. Nation (2015) states "it is essential for low and intermediate proficiency learners to use graded readers" (p. 140). Graded readers are so necessary for ER projects because they are written within carefully controlled vocabulary levels (Nation, 2015). Graded readers are preferable to books written for young native speakers because graded readers

are written with an academic word list of the vocabulary language learners know. Beginning language learners can typically read books up to the 3000-word level; intermediate language learners go from 4000 to 8000-word level; books written for young English speakers usually have at least 5000. As a result, “specially prepared graded readers are much more accessible for foreign language learns than books written for young native speakers” (Nation, 2015, p. 140).

What teachers can do. While any library of English books can be an asset to language learners, research clearly recommends graded readers for ER projects. While a library stocked with any books in English is an asset to a school or program, books targeted at a specific, appropriate level will yield the greatest results for language learners entering the world of extensive, and pleasurable, reading. Graded readers come in a variety of topics including abridged versions of classic literature, human interest stories, mysteries, historical accounts, and even academic content books about business and leadership. The variety of the graded reader topics available provides something for each student to read and enjoy. Additionally, as discussed in the research above, providing students with graded readers rather than English children’s books not only gives students a variety of options, but it also provides them with books specifically written for their English ability. Graded readers can be obtained from any major English Language Teaching (ELT) publisher. Hill’s (2013) analysis of graded readers previously mentioned is a helpful resource in obtaining a big picture understanding of what is available. Additionally, the Extensive Reading Foundation runs an annual competition to find the best readers published each year. The results are published on their website (www.erfoundation.org). These books remove the barriers of unfamiliar vocabulary and allow students to enjoy the experience of reading. Once a library of diverse, appropriately leveled books is procured, it is time to begin planning the curriculum element of ER.

Step 3: Allow Students to Select Their Own Reading

What the research says. One of the primary goals of ER projects is to give students as much personal ownership over their work as possible. Typical L2 reading assignments involve teachers assigning students a specific reading from their textbooks. The ideal situation for student motivation in ER however is to give students choices in the readings because "when given choices, students are likely to take the task more seriously and enjoy being a reader" (Stoller, 2015, p. 154). One of the top ten ER principles outlined by Bamford and Day (1998, p. 4; see also Day & Bamford, 2002) states that students should "select what they want to read and have the freedom to stop reading material that fails to interest them." Students selecting their own reading gives them control over the project. When students choose what they want to read, they increase their independence and agency and choose a topic that is within their interests.

What teachers can do. If each student reads a book that is interesting to them, they will be more interested in reading. In our program, selecting the book to be read is incorporated into the project as a vital part of the process. To facilitate this step, we give students several days to look at book titles and skim the contents to decide what book they want to read. If the physical books are available in the school's library, we direct the students to the library shelves containing the appropriately leveled readings. When possible, we initiate this exploratory step in class by bringing a set of appropriate graded readers into the classroom on the day that the project is introduced. Then we take the opportunity to model to the students how to skim and scan a book. Together we choose a book based on its title to start exploring. Next, we show the students the book summary on the back cover to find the overall theme of the book and look at the table of contents to see the chapter titles and make a prediction about the content of the story. After modeling this step in class, the students are given a few days to scan the books and select their

reading. To facilitate this step, we make digital copies of the cover, table of contents, back cover, and book summaries available to students in a folder on their course management site. Finally, after selecting their reading, the students write a few sentences or a short paragraph depending on their level about their selection to introduce their book, explain why they selected it, and make a prediction about the plot. Within the first week, students are allowed to change their reading selections in case the book does not meet their initial expectations. By allowing the students time to peruse the available books, they have the time to select a reading that is unique to their interests and will be engaging for them to read throughout the rest of the project.

Step 4: Create Consistent Reading Circles

What the research says. Once students begin reading, follow-up activities can be considered to increase the reading benefits. Student reading circles are a communicative method to incentivize reading and provide a low stakes method to insure individuals' progress in their selected books. One of the significant benefits of ER is that it allows for oral communication. Stories provide comprehensible input and create a meaningful need for communication (Fenton-Smith, 2010). Not only do stories provide overarching structure, they can also provide a genuine reason for discussion and engage readers in a higher order of thinking when students help each other evaluate what they have read (Waring, 2007; Helgesen, 2008). Student reading circles can discuss various aspects of the book including the main characters, the plot, the events, and their predictions for future events. "Including an interactive element in ER…also aids in the creation of a reading community. Book discussions promote a sense of community, since students read *for* the group" (Fenton-Smith, 2010, p. 53). Sharing their ideas and feelings provides them with high motivation to read and encourages students to share recommendations for future reading

with each other. Reading circles will set benchmarks for frequency and pace while allowing for flexibility within the process.

What teachers can do. One great way to provide accountability while keeping a flexible pace and low stakes is to schedule frequent reading circles. In our classrooms, we match students in small reading circles of 3-4 people, but in a small class the students can discuss their readings in one group. Ideally, each person in the reading circle is reading a different book to ensure that students learn about the storyline as they read instead of from a student who is further along in the reading than they are. Reading circles are evenly spaced during the term, and at the beginning of the project students receive a schedule of the classes when they will have reading discussion. Students participate in the reading circles and earn points toward the project grade by attending, summarizing what they have read recently, and engaging in discussion with their classmates. We require students to ask at least one question about their classmates' reading during the discussion. The reading circles not only provide students with peer accountability, but also expose them to additional books they can read. Several students have gotten so interested in the storyline of a classmate's book that they picked it up and read it for themselves. In addition to accountability, reading circles also provide meaningful oral communication as a multimodal skill while not disrupting the process of enjoyable, lengthy reading for each student.

Step 5: Provide Creative Final Projects

What the research says. As mentioned before, there is debate within the study of ER about the issue of assessment. Day and Bamford (1998) idealize that "no postreading work should be required, the act of reading being its own reward. Students read and that is all" (p. 140). However, the reality of course work is that students often need an additional extrinsic motivation paired with the intrinsic motivation (Fenton-Smith, 2010). While planning

assessment, teachers should still remember that "enjoyment is paramount for successful ER" (Fenton-Smith, 2010, p. 51), and based on Krashen's (2003) "pleasure hypothesis" (p. 22) language acquisition is more successful when students enjoy the process.

Tasks can be created to add meaning, purpose and enjoyment to reading and maintain the student choice that is so integral to ER projects. One effective method of final tasks is to employ the "full resources of multimodality (e.g. forms of visual expression) rather than merely having students react to books through conventional written genres" (Fenton-Smith, 2010, p. 55). The variety of activities should encourage further reading through enhanced thinking and enjoyment (Jacobs, 2014). Students increase their control through having an active role in choosing which task they will do this provides more intrinsic motivation for assessment stage of the project. An addition benefit of a variety of multi-modal projects is that it allows for different student learning styles and supports individual differences in the design of activities and materials (Fenton-Smith, 2010).

What teachers can do. Final projects should provide fun, creative multimodal options beyond a classic book report style. Like the book selection process, we provide our students with a list of possible final project ideas and several days to read through the list, ask questions, and decide which project they will choose to complete. In our classrooms, we use the project list compiled by Fenton-Smith (2010). Students can choose from over fifteen projection options that vary from are artistic, others involve writing, and some include character analysis. At the end of the project each student presents their work to their classmates in a classroom showcase, and upper-level classes end the project by writing a reflective paragraph about their book and the ER experience as a whole.

In response to the validity of the debate over the role of assessment in ER classroom practice, we have chosen to create a wholistic assessment for a series of steps over the project period. Each stage of the process is clearly defined for the students and the points available for each step are given at the beginning of the project. Our project rubric is broken down into three sections: book selection, reading circles, and final project. Step one is the students' book selection and brief writing assignment. For these ten points, all the student must do is select a book that interests them and write a short paragraph explaining their selection and predicting the outcome of the story. Next, the reading circles each carry a few points for a total of another ten points in the final project grade. For these points, the students must attend the reading circle, discuss their book, show reading progress, and engage in conversation with fellow reading circle members. These grades are available for students immediately following that day's reading circle so that students who miss points for a specific element of the reading discussion have the ability to make a change for the next reading circle. The final project itself is worth half of the project grade and the twenty-five points are outlined in a rubric divided between creativity, understanding of text, and project development. Finally, five additional points are based on the student's presentation of their project. Since the ER projects are usually not incorporated in a speaking class, it is important to note that the grade for the presentation is not linked to traditional presentation skills. Rather, the five points are awarded if the student can clearly explain their creative project and articulate a significant link between their work and the reading they completed. Depending on class size, these final presentations can be completed in a variety of ways. For larger classes, students can present their projects in their reading circle while smaller classes allow for a presentation from each student. A more creative approach allows students to present their project in a "gallery walk" where classmates and teacher move around

the room to each student's station. The student presents their final project when the group arrives at their place within the room. However the project assessment is structured, the points should be clearly defined for students and the bulk of the grade should be on a student's overall understanding of their reading rather than specific editing-level concerns such as grammar and presentation skills.

Conclusion

The steps in this article show some of the ways teachers can create ER activities for their classrooms that are embedded in research and theory to improve the reading fluency of their students. These recommendations add quality and variety to the classroom, foster student motivation, provide classroom community, and encourage engagement with written words. ER can have a significant, positive effect on a language learner's proficiency in reading, cognitive thinking, vocabulary, and even oral communication.

Following a four-week ER project in one of the courses using the method outlined in this article, the students were asked to reflect on their experience. The following two are written reflections from intermediate students. The prompt for the reflection was simple: *What benefits did you gain from the reading project?* Students responded to the question in a five-minute free-write. Their responses are encouraging to teachers practicing or considering practicing ER in their course curriculum.

> This project reading help me improve my skills in English. I didn't read a book in English before and have it in my level and in my field was more interesting and possible to finish. I had learned many things about business and management and I improve my vocabulary and reading grammar.

The other student's reflection echoed the same themes as the first:

> I have learned new vocabulary from this book and I will read more books at the same level because I really enjoy. This book is the first book I have finished. I tried to finish some books before but I didn't because they were too difficult or too easy. I think reading books will improve my language.

Interestingly, these student reflections make comments affirming the importance of the five steps outlined in this article. Both students enjoyed the reading experience and increased their confidence in their language abilities. Overall, both readers, along with other students who also answered this reflection, still experienced the benefit of increased vocabulary skills even though they read graded readers specific to their level of English. Additionally, the level of the readers allowed them to finish reading their first books in English in their entirety. This gave the students confidence in their increasing English abilities as well as additional experience in the topic of their books. After the free-write where the students composed these reflections, they were asked to share their thoughts orally with their reading circles. Students echoed the ideas included in these reflections saying they felt accomplished because they finally had read a book in English, and they expressed interest and intent to access the graded reader library outside of course work to continue reading in English. While the decades of research point to educational benefits for students, it is affirming to have a classroom practice that allows students to reflect and measure their own growth so easily.

It is our hope that the sound, simple, evidence-based teaching plan described in this article will be a help for teachers and program administrators who are excited about the benefits of ER but unsure how and where to begin implementing this reading practice in their classrooms. A sample assignment timeline and assignment sheet from is included in Appendix A. The assignment timeline modeled in the example was for a four-week reading project that can easily

be modified to fit longer and shorter timeframes depending on the individual class. Longer courses could also complete multiple iterations of the project and allow students to read more books and engage in more discussions. Additionally, an annotated bibliography of a few key articles beneficial in introducing theory and practice to educators new to the world of ER is included in Appendix B. Using these resources can begin the process of putting into practice good principles of learning and teaching based on research. As Nation (2015) concluded, "teachers should feel a sense of accomplishment and satisfaction in having an extensive reading program as part of their course" (p. 143).

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Appendix A

Final Reading Project – Extensive Reading

50 points

Due: October 8, 2018

Step 1 (10 points)

- Choose a book. There are options in Canvas.
- Due: Monday, September 10, 2018
- Write a paragraph describing why you chose this book.
    - Why do you like it?
    - What do you think it's about?
    - What do you think will be interesting?
    - What do you think will be difficult?

Step 2 (10 points)

- Read the book.
- Due: Friday, October 5, 2018
- Tell the class what you have read and what you think about it:
    - Monday, Wednesday, Friday
    - Each reading circle is worth 1 point toward the 10 points in this category

Step 3

- Choose a Project from the list. (The list of projects provided to students was adapted from the list in Fenton-Smith, 2010)
- Due: Friday, October 5, 2018

Step 4 (25 points)

- Complete the Project
- Due Monday, October 8, 2018
- The project should show that:
    - You read the book.
    - Understood the book.
    - Used your reading of the book to create something interesting.

Step 5 (5 points)

- Present your Project. You will present your project to the class.
- Due Wednesday the October 8, 2018

Appendix B

Curricular Inclusion of Extensive Reading (ER) for L2 Reading Development: A Sound and Simple Approach to an Extensive Reading Project

A Brief Annotated Bibliography

- Bamford, J., & Day, R. R. (Eds.). (2004). Extensive reading activities for teaching language. Cambridge, UK ; New York: Cambridge University Press.
    - This handbook offers more than 100 activities for setting up students' self-selected reading and weaving it into the language curriculum. These activities give teaching suggestions whatever the focus of your class - grammar, listening, speaking. writing, or reading; whatever teaching situation you are in - foreign or second language, an intensive program, or a class that meets once a week; and whatever the age and language level of your students. The only necessity is that the students already have a basic knowledge of and are literate in, the foreign or second language.
- Fenton-Smith, B. (2010). A debate on the desired effects of output activities for extensive reading. In B. Tomlinson & H. Masuhara (Eds.), Research for materials development in language learning: evidence for best practice (pp. 50–61). London ; New York: Continuum.
    - Should ER constitute both reading and follow-up activities, or simply be reading alone? The purpose of this chapter is to consider the implications of this debate for ER materials design and suggest a way forward for ER teachers.

- Grabe, W. (2008). Reading in a second language: moving from theory to practice. New York: Cambridge University Press.
    - This book focuses on what teachers and curriculum developers could do with research on reading and reading development to improve L2 reading instruction. The book has a second goal that follows from the first. It focuses on explanations for how fluent reading works and how research on reading can be used to promote reading development. At present, no current L2 reading book that attempts to explain in detail how reading comprehension works as a unified process and that also explores instructional implications and effective teaching practices. At the same time, the book does not take the final steps in moving from theory to practice. The final steps would involve highlighting L2 instructional applications that describe day-to-day instruction or the scope and sequence of a reading textbook series.
    - Chapter 15 is on ER
- Hill, D. R. (2013). Graded readers. ELT Journal, 67(1), 85–125. https://doi.org/10.1093/elt/ccs067
    - This Review (which follows on from previous ones1997, 2001, and 2008) covers 54 series of graded readers (47 fiction and 7 non-fiction) containing over 2,000 titles produced by 14 publishers: nine in the United Kingdom, one in the United States, and four in Europe. These are distributed widely throughout the world.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. Reading in a Foreign Language, 27(1), 136–145.

- Ideally, the choice of ER activities to go into a course should be guided by principles which are well supported by research. Similarly, the way each of those activities is used should be guided by well-justified principles. In this article, the author looks at the principles justifying the inclusion of extensive reading in a course, and then looks in detail at a set of principles guiding how extensive reading can best be carried out to result in substantial vocabulary learning. In this article the author narrows his focus on vocabulary learning.

- Stoller, F. L. (2015). Viewing extensive reading from different vantage points. Reading in a Foreign Language, 27(1), 152–159.
    - Years after formulating her list of the top-five priorities for reading teachers, the author finds herself contemplating a similar, though not identical, question: What is extensive reading? To explore this question, posed by Dr. Richard R. Day, known worldwide for his expertise in extensive reading, the author begins by examining her top-five priorities for L2 reading teachers from an ER perspective. She believes that four of her five priorities have direct relevance to extensive reading. One of her five priorities, however, is not particularly relevant to discussions of extensive reading. She explains why and replaces it with a new "priority" that can guide teachers who integrate extensive reading into their L2 instruction.

- Suk, N. (2017). The Effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. Reading Research Quarterly, 52(1), 73–89. https://doi.org/10.1002/rrq.152

- This research adds to the limited set of well-controlled studies by investigating the impact of an extensive reading approach over a 15-week semester on the reading comprehension, reading rate, and vocabulary acquisition of Korean university students studying English as a foreign language. The researcher examines four intact classes: two control (n = 88) and two experimental (n = 83). The control classes received 100-minute intensive reading instruction per week, whereas the experimental classes received equivalent 70-minute intensive reading instruction and 30-minute extensive reading instruction per week. Quantitative analysis revealed that the experimental classes significantly outperformed the control classes in reading comprehension, reading rate, and vocabulary acquisition. Instructional implications for extensive reading in second-language curricula are discussed.