

づいた学生の意見を発表させる。個々の学生による発表、グループごとの発表など指導者の裁量でさまざまな展開が可能であろう。また、指導者は多様な意見にそれぞれ意味があるという姿勢を示し、それを発展させ、議論へと導くことが望まれる。

M109

Aug. 31/9:30-10:55/Bld1 R308

Key Factors for an Effective Extensive Reading Program

A. Takase (Kinki U.)

M. Kanda (Heisei International U.)

H. Nishizawa (Toyota National College of Technology)

K. Otsuki (Kinki U.; Part-time Lecture)

Extensive Reading (ER) has been gaining popularity as one of the most effective English teaching methods across Japan. However, in order to ensure a successful ER program, there are several indispensable tips to follow. In this symposium, four presenters will explore (1) the use of word count for tracking students' progress, (2) the effects of in-class sustained silent reading (SSR), and (3) the beneficial impacts of the a long-term ER program.

Kanda will report how recording word count provides a useful tool for monitoring students' accomplishments in ER. University students' reading amount was compared to qualitative data obtained during an SSR class. Fluency development was reflected in the lengths of the books read. The word count also highlighted the period in which some students started to read in larger amounts, leading to marked improvements in reading levels.

Takase and Otsuki will emphasize the importance of SSR under the guidance of instructors. To foster an effective SSR environment, they instructed remedial students to read books in a designated room at a university library. The students read very short and easy books for 80 minutes a week for approximately three months. The students improved their English proficiency based on the Edinburgh Project on Extensive Reading (EPER) cloze test.

Finally, Nishizawa will discuss the key factor that leads to a successful ER program, a long-term participation. TOEIC scores of 20 engineering students, who have been participating in an ER program for five consecutive years, were monitored with regard to their reading amount and the readability levels of the books. The long-term ER program had an apparent benefit in that the students demonstrated significant increases in TOEIC scores after two or three years of concentrating on reading easy-to-read books.

The symposium will conclude with a review of pedagogical implications and suggestions for instructors.

M110

Aug. 31/17:30-17:55/Bld1 R305

Raising Task Interest of Unmotivated Students with Perceived Competence and Useful Feedback

R. Cvitkovic (Cyber U.)

N. Bovee (Kyushu Sangyo U.)

Learning English as a second language can be a daunting challenge for Japanese university