

Extensive reading and metacognitive awareness in second language acquisition

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Extensive reading and metacognitive awareness in second language acquisition

Thomas J. FALLON

Faculty of Foreign Studies Nagoya Gakuin University

Abstract

Building off encouraging data collected concerning ego permeability and smartphone audio/visual recording technology as a means to second language acquisition [Fallon/Baker, 2016; Keeley, 2014], this research explores the impact of extensive level-appropriate reading in combination with classroom recording and transcribing activities as a means to nourish language acquisition through self-reflective awareness and L2 identity development. This research will elaborate on the efficacy of continuous L2 reading assignments outside of class, verbal summarization of a story narrative, and L2 identity cultivation though metacognitive awareness. Data yielded from surveyed students found this approach to benefit intrinsic motivation and L2 ability. The same survey data also found metacognitive learning experiences to nourish L2 acquisition.

Keywords: ESL, Extensive Reading, Language Acquisition, Metacognition, L2 Identity

第二言語習得における多読とメタ認知的気づき

T. J. ファロン

名古屋学院大学外国語学部

要旨

自己浸透性およびスマートフォンの音声あるいは視覚に関する第二言語習得の手段としての録音技術に関して収集されたデータ [Fallon/Baker, 2016; Keeley, 2014] に基づき,この研究では自己内省による気づきとL2アイデンティティー開発を通しての言語獲得を促進する手段として,教室でのレコーディングと書き取り活動によるさまざまなレベルの適切な読解について探求を行う。この研究では,クラス外の連続的なL2読書課題の有効性,ストーリー記述の口頭要約,メタ言語的気づきを通してのL2アイデンティティー育成について詳述する。なお,調査対象の学生から得られたデータからは,このローチが内因性の動機づけとL2能力に効力をもつことが判明している。同調査データは,さらに,メタ認知的学習体験がL2獲得を促進するということも示している。

Introduction

Reading, in addition to exercise and a healthy diet, has been been recognized as one of the best things a person can do for their mental wellbeing [Wilkinson, 2015]. The ability to read any language at a high level of proficiency will give the practitioner a higher ability of functionality, and therefore a higher chance of overall success, within the sociocultural framework of that linguistic community [Cornali, 2011]. In regards to 2nd Language(L2) acquisition, reading helps to solidify and naturalize grammatical understanding through context and repetition, as well as to introduce readers to new vocabulary words that are less prevalent in common speech [Day/Bamford, 1998]. However, all too frequently the often over ambitious selection of reading materials by L2 learners, or in contrast a selection by a teacher which doesn't stir the interest of the learner, leaves the prospective reader feeling overwhelmed or uninspired by their apparent choices [Worthy/Moorman/Turner, 1999]. Thus, lacking any personal connection to the reading material, the reader then finds himself in an unsure and stagnant feedback loop, lacking reflective verbal summarization on a regular basis and losing the motivation to develop healthy reading habits [Johnson/Blair, 2003]. It is in this way, despite the litany of benefits to be enjoyed, that L2 learners fail to make reading a regular part of their study regiment and ESL teachers often balk at the idea of incorporating an extensive learner-based reading component into their curriculum. But, given the vast ocean of available English reading material and the practicality of handheld smartphone audio/video technology, on the horizon we are catching a glimpse of a prospective renaissance in learner-based reading which can be used to nourish L2 identity, or ego, development by means of recorded verbal summaries, subsequent reviews of speaking performances, and the setting of short term attainable goals aimed at improving students' L2 personas.

Methodology

Choosing Proper Reading Material

The first and most important step in this process is to choose a book that is suited to the reader. This is the seed of intrinsic learning that will hopefully take root and become a mighty tree of selfmotivation and nourishing reading habits for the L2 practitioner [Johnson/Blair, 2003, p. 183]. Of course, many well educated and good intentioned teachers may have a list of books they would love to have their students read and discuss, but required reading may be entirely discouraging to a L2 learner for any number of reason; it's important to remember that language acquisition, not philosophical programming, is our end goal. Worthy et al. [1999] echo this observation in remarking that "what educators consider quality, might differ greatly from what students feel to be good". In such a scenario, due to a lack of interest or connection to the material, L2 learners lose their motivation to read and are met with a feeling of failure in related classroom activities [Johnson/Blair, 2003]. Thus, a better approach would seem to be to allow L2 learners to choose a book based on their own personal interests or their innate whim, the crux of this theory being that the book was chosen by the reader. This one crucial point plays a major role in shaping the L2 learner's identity. Ollman [1993] states that "selecting what to read is a major part of becoming a reader". Additionally, Ohlhausen and Jepson [1992] make the case that respecting students' reading choices allows them to grow and learn to value their own decision-making ability. And, as stated by Wang [2014], this "active learning" process is far more beneficial for the learner than being forced to read something that they find disinteresting and will soon forget. This approach to reading selection does not prohibit the L2 learner from changing their book choice in the future should it prove disinteresting or beyond the reader's linguistic capacity. We will discuss that further as we progress. But, in the interest of intrinsic motivation, it is crucial that the L2 reader feels they have had a hand in the direction of their education.

The next step in this method is to instruct L2 learners on how to choose reading material that is appropriate for their linguistic ability. Past experience has illustrated that given the opportunity to choose a book that peaks their interest many L2 learns are quite eager to take on material that far exceeds their current ability. This can be devastating to the L2 learner if not guided properly by their instructor. For this method, a modified "Goldilocks Strategy" to book selection [Ohlhausen/Jepson, 1992] is advised as explained in the following steps:

Book Selection Steps

- 1. Choose a book that interests you by title, content, or artwork.
- 2. Open the book to a random page in the middle, and attempt to read that page.
- 3. If that page has **0** cases of New Vocabulary(NV) or Challenging Grammar(CG), then that book is not of adequate challenge to the reader; they should choose a better challenge. If

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that page has 1–3 cases of NV or CG, then that is a book of adequate challenge. If that page has 4 or more cases of NV or CG, then that is a book that is beyond the L2 reader's linguistic ability; they should choose an easier book.

Johnson and Blair [2003] support the use of this strategy, stating that it "encourages students to move towards an awareness of their needs as a learner". The key here is to find a book that is of sufficient interest to the reader so as to hold their attention, but not so challenging that they are constantly referring to their dictionary and thus missing out on the joy of linguistic play and imaginative abstraction that reading triggers in the experiencer's mind. Most L2 learners who have become disgruntled with reading have never approached either reading or selecting reading material from this perspective.

In this approach to second language acquisition the freedom to choose reading material is of vital importance in maintaining intrinsic motivation, which is the key to success in the classroom activity to follow. But, in regards to L2 learners' choices, the role of the L2 teacher is still of great value as an advisor. It is suggested that the teacher take time to briefly connect with each student and inquire about the book selection. A positive and encouraging approach would be best in this task. In cases where the student has chosen a book that is below their reading level (usually an incident among pathological underachievers and students looking to find an easy way out), it's best to assert that you feel their selection to be of inadequate challenge given their ability. But, encourage them to read the book they selected so long as it interests them and choose something more appropriate as their next selection. In most cases, when given the opportunity students will make positive selections based on both personal interest and reading ability [McLaughlin/Allen, 2002; Schlager, 1978; Worthy, 1996].

Another issue worthy of discussion is that of over ambitious selections of material. As most L2 learners in university are adults with keen minds and developing interests, many will try to take on books that are on par with their L1 identity without regard for their lacking linguistic ability as an L2 practitioner. This is a commendable attribute to be sure, and the L2 learners should first be praised for their ambition. But, then the instructor should ask the L2 learner if they followed the Book Selection Steps. There is a great likelihood that in their excitement to take on an interesting challenge they forewent Step #3 entirely. Thus, the instructor may find it necessary to explain the importance of Step #3. Counting the cases of New Vocabulary(NV) and Challenging Grammar(CG) that the L2 learner finds when they attempt a page at random from the book they hope to read is a fairly accurate means by which to estimate the level of appropriate challenge that book may hold for that L2 learner. If the reader finds no cases of NV or CG, that book may hold interesting information for them, but it is not necessarily a progressive challenge for them in regards to the further development of their L2 capabilities. (However, such unchallenging material may prove beneficial in narration recording activities.) If the reader discovers four or more cases of NV or CG, then that book is of too great a

challenge for that L2 learner. In the encouragement of extensive reading, the goal is to guide the learner to the discovery that reading can be a fluid, joyful, and exciting experience, like dancing for the mind. The concern in allowing a student to toil in a reading challenge that is beyond their current L2 capacity is that they may become altogether discouraged with reading and then fail to incorporate the habit into their arsenal of study strategies.

The "Goldilocks Zone", in regards to an appropriate reading challenge for L2 learners, is approximated to be from 1–3 cases of NV or GC. This reading challenge is enough to push the L2 learners' limits of linguistic understanding and usage, yet it is still easy enough that they do not have to spend too much time checking their dictionaries or referencing textbooks for grammar clarification. This approach to reading material selection allows the L2 learner a comfortable medium by which to build their speed and confidence as L2 readers.

Level adjusted "graded readers" are available in wide variety from most major publishing companies. These easily digestible novels offer a diverse range of stories, topics, and themes at levels accommodating to all L2 learners from beginner to advanced [Rosszell, 2000]. If a selection of "graded readers" are available at an accessible library or international reading room, it will be of great benefit to instructors and learners who choose to experiment with this method of second language acquisition. If such books are not available, then it is strongly encouraged that the affiliated educational institution acquire a selection; an amply stocked library will boost student success by offering them a variety of options to explore. Giving students the feeling that they have control in selecting material that interests them will maximize intrinsically motivated engagement [Johnson/Blair, 2003, p. 184].

Unless attempting this method with upper-intermediate or advanced level L2 learners, the only reading selections that are discouraged in this approach to language acquisition are textbooks or guidebooks. These books may be beneficial for gaining knowledge about a specific topic or area of interest, but they pose a challenge when L2 learners share their verbal summary in classroom activities. An important aspect of this methodology is the development and awareness by students of their L2 identity. This development is nourished by more than the activities of reading, verbally summarizing the content, and reviewing one's own speaking performance. The introduction and integration of new characters and situations into the reader's personality as they digest the contents of the stories they read will in most cases, if not all cases, influence the reader's ego development by matter of course [Taube, 1988; Wattenberg/Clifford, 1964]. Thus, reading in and of itself becomes an experience of ego identity development as the L2 learner walks the path of "the hero's journey" as described by Joseph Campbell [1949]. Therefore, although textbooks and guidebooks may offer information that can add to L2 learners' general knowledge of the world, they are discouraged as resources for this method of language acquisition in the interest of L2 identity development.

Preparation for Class Activity

After deciding on a book to read, L2 learners are instructed to read daily outside of class as homework. This is a key component of this approach to language acquisition. It also emerges as the greatest potential for failure since it becomes the students' responsibility to stay on task of their own volition. This is a concern, but having been given the freedom to choose a book of their own preference academically engaged L2 learners will make an honest attempt to read daily. Additionally, a weekly reading homework worksheet is recommended to monitor reading activity outside of class (see Appendix A). Such a worksheet also proves beneficial as notes students can refer to when preparing for a verbal narrative.

Students are instructed to read daily for at least 5-minutes. Of course, students are encouraged to read more; the incorporation of healthy reading habits is an underlying goal of this method. However, given the busy lives of some L2 learners, in combination with the seemingly monumental challenge one feels when beginning the task of reading in a second language, 5-minutes is considered to be a manageable yet challenging reading time goal to start out with. Whether or not a student is keeping to this schedule will be come very apparent during the recorded verbal summarization activity.

In addition, L2 learners are advised to practice giving a verbal summarization immediately after finishing their daily 5-minutes of reading homework. Students will soon discover that the task of reading and the task of explaining what one has read are quite different in nature; each task presents challenges that the other does not. L2 learners must strengthen their faculties of information retention, L2 fluency, and circumlocution. This challenge will be daunting at first, but with practice over time the L2 learner's capacity for verbal summarization should strengthen and gain in fluency. This additional task of verbal summarization practice to be undertaken directly after the L2 learner's daily 5-minutes of reading will increase their preparedness for the in-class recording and transcription exercise.

In-class Verbal Summarization and Recording

Once L2 learners having been given sufficient direction in regards to their choosing of reading material, and after roughly a week of daily 5-minutes reading sessions, students should have enough knowledge of their chosen book to start sharing verbal summarizations of what they read for their classmates and for their video camera. This is the performance aspect of this method of L2 acquisition. It is at this point that L2 learners are in the situation of vocally verbalizing the information they retained from their chosen story in a coherent summary. This task is quite challenging for many lower level L2 learners, and depending on the level of appropriate challenge of the reading material, it can pose a challenge for higher level students as well.

Prior to starting the recording students are given 5-minutes to prepare notes to aid in their overall production of speech. In an effort to nourish L2 learners' information retention capacity, development

of adaptive conversational techniques, and circumlocution skills, students are encouraged to write short memos that can be useful as a quick reference. This may be best implemented via a structured worksheet (see Appendix A). The use of full-sentence written passages is strongly discouraged. When allowed to use full-sentence passages as a speaking prompt a significant portion of L2 learners will fall into the habit of reading aloud from their notes. This activity is aimed at using literature as a topic for adaptive conversation to take place, and it is better achieved as such through bullet point styled notes as opposed to a scripted oral narrative. This approach to language acquisition strives to maintain a dynamic relationship between interviewer and interviewee during the recording session. Thus, scripted conversation notes are advised against for educators hoping to incorporate this model.

Next, students form pairs and decide who will be the interviewer and who will be the main speaker. The main speaker is the person tasked with summarizing the progression of their story since the previous week's class session. They are challenged with relaying the summarized information to their class partner, the interviewer, by means of their L2, English. Their goal throughout the progression of the semester is to nourish their L2 identity and improve oversights in their L2 fluency by means of reviewing their own previously recorded progressive story summarizations. Key points for the main speaker to consider will be further explained in the "Review & Transcription" section of this research.

The role of the interviewer in this activity is of great importance. The interviewer holds dual responsibility as both timekeeper and as an aid in prompting speech production should the main speaker be at a loss for words before the decided time has come to an end. The role of timekeeper is self explanatory; depending on the speaking session time decided by the instructor, the interviewer sets the stopwatch function on their smartphone accordingly. As an aid in prompting speech production for the main speaker, the interviewer's responsibility is twofold. First, the interview is tasked with asking the speaker four main questions as follows:

Interviewer's Four Main Questions

- 1. What's the title of your book?
- 2. Who are the characters?
- 3. Where does your story take place?
- 4. What's been happening in your story recently?

Ideally, these questions are designed to illicit unscripted conversation based on the information the main speaker retained after several sessions of weekly reading outside of class. Questions 1, 2, and 3 are brief and introductory in nature, allowing for the interviewer, who will change weekly, to gain the very basic elements of story being read by the main speaker. Moreover, these basic information questions allow the main speaker to gain confidence before proceeding to Question 4 which is more abstract in nature. In the best case scenario, after the interviewer asks Question 4, the main speaker

should continue relaying the sequential events of the story they have been reading since the previous class. Depending on the designated speaking/recording time for a given session and/or the L2 capabilities of the main speaker this task of continually speaking until the time finishes may prove challenging. Should the main speaker become silent or have trouble continuing until the timer has chimed, it then becomes the interviewer's responsibility to help them continue speaking in their L2 until the time has finished. If this situation arises, the interviewer is instructed to prompt the main speaker with requests such as: "Please, tell me more about (character/scene/event).", "Please, explain (scene/event) again.", or "What do you think about (character/scene/event)?". With the help of the interviewer, the main speaker should have no problem speaking about their book for a 3 to 5-minute recording session. The instructor may find it beneficial to start at 3-minutes, and progress to 5-minute session over a period of a few weeks to help build student confidence.

After having come to a decision on class partners, who will be the main speaker first, and the speaking/recording time for that class session, it's time to begin the recording session. It was found to be of benefit to start the entire group in unison for the sake of class time. The flow of the activity runs quite smoothly after the parameters have been sufficiently explained. When the first main speaker has completed the timed verbal summarization, then the pair switches roles and the next student begins their session as the main speaker. Once both L2 learners have completed the timed verbal summarization, then it's time to proceed to the review and transcription exercise.

Summarization Review and Transcription

After each pair has finished recording their speaking performance, the instructor explains the review and transcription process. This is the point at which the L2 learners can view their own speaking performance objectively and begin to consider how they wish to shape their L2 identity from a metacognitive perspective. First, the L2 learner reviews their recorded performance in its entirety. It's advised that headphones be used for this activity. L2 learners are instructed to watch and listen to their performance with the understanding that the speaker they see in the recorded image is the same L2 identity that their instructor and other native speakers see, hear, and interact with during speaking evaluations and casual conversations. The instructor encourages the L2 learners to write notes regarding their strengths and weaknesses. A structured transcription worksheet can aid in this review process (see Appendix B). Moreover, during this first review, L2 learners are to compare their performance, both verbal and non-verbal communication, to that of native speakers of the L2 as well as other proficient speakers of the language. Perceptive observation is key in this exercise. L2 learners' attention to detail in their verbal and non-verbal communication will gain in acuity with practice and repetition.

After reviewing the entire video recording of their verbal summarization, L2 learners choose a 1 -minute section of the video and transcribe everything said within that parameter. This activity will

give L2 learners precise insight into the weaknesses of their speaking performance. Instructors explain to the students that a proper transcription of the 1-minute section will most likely require more than one time listening for what was precisely said. It is also important to remind students to write down everything that was said, including false starts, L1 utterances, stalling utterances ("um", "uh", "oh", etc.), and periods of unnatural silence ("…"). All of these points when reread after the transcription has been completed will help the L2 learner to view their L2 identity holistically. According to previous research [Fallon/Baker, 2016], the combined impact of both watching themselves speaking in their L2 and seeing their speech written in transcription will encourage L2 learners intrinsic motivation and improve their speaking skills as they shape their L2 identity.

Upon completion of the transcription exercise, L2 learners are required to consider their performance and set goals for the next verbal summarization session. The transcription worksheet developed for this research (see Appendix B) has three sections to be considered and completed by the L2 learner after finishing the transcription. The first section is labeled "successes". Here the L2 learners have a moment to consider the points of their performance that were well executed. This positive re-enforcement of their successes should not be overlooked as it will aid in both the nourishment of their developing L2 identity as well as encourage intrinsic motivation [Fallon/Baker, 2016; Johnson/Blair, 2003; Worthy et al., 1999]. The following section of the worksheet is labeled "concerns". Here the L2 learners can reflect on the mistakes they made in their L2 usage, note incongruous mannerisms in their non-verbal communication, or highlight any part of their speaking performance that they wish to improve. The final section of the transcription worksheet is labeled "Goal For Next Session". Here the L2 learners consider strategies to improve their performance for the following class session of verbal summarization recording and transcription. This step lends itself to crosstalk between peers regarding successful study methods outside the classroom. After the transcription worksheet is fully completed, using their personal smartphone cameras students take a fullscreen picture of their worksheet and create a new folder in the smartphone's memory storage to accommodate the collective data progression of their transcribed speaking performances. This will allow learners easy access to their own progressive records, and create a platform from which they can view the goals that they accomplish over the course of their journey toward L2 identity acquisition from a metacognitive perspective.

Regarding folder creation and memory storage on L2 learners' personal smartphones, it has been experienced that photos of the transcription worksheets take up very little storage space. The actual speaking performance videos, however, do indeed take up significant storage space. Thus, in this research disposal of the video data after the transcription session was left to the discretion of the L2 learners.

Survey Data

After a 15-week semester implementing the aforementioned methodology, students were surveyed to gauge their perceptions of this approach to L2 acquisition and the effect on their intrinsic motivation, L2 ability, and metacognitive learning experience. The sample demographic consisted of 1st and 2nd year Japanese university students, both male and female, totaling at 40 participants. 19 of the participants were 1st year students, the remaining 21 participants were 2nd year students. The average number of L2 books read by 1st year students over the course of a 15-week period was 3 books, with a standard deviation of 2 books. Regarding 2nd year students over the same period of time the average was 4 books, with a standard deviation of 1 book.

Regarding intrinsic motivation, surveyed students were asked to consider the following statements and answer based on a Likert scale. The Likert scale offered the following options: Strongly Agree — Agree — Disagree — Strongly Disagree. The first query regarding intrinsic motivation stated, "Reading books in English is a positive challenge." In reply to this, all 1st and 2nd year students responded affirmatively. 47% of 1st year students answered that they strongly agree, and 53% answered that they agree. 32% of 2nd year students answered that they strongly agree, and 68% answered that they agree. The second query pertaining to intrinsic motivation sated, "Reading books in English increased my confidence in using English." In response to this, a majority of 1st and 2nd year students answered affirmatively. 11% of 1st year students answered that they strongly agree, and 68% answered that they agree. 21% of 1st year students answered that they disagree with this statement. 5% of 2nd year students answered that they strongly agree, and 68% answered that they agree with this statement. However, 21% answered that they disagree, and 5% of 2nd year students responded that they strongly disagree with this statement. The third query regarding intrinsic motivation stated, "Explaining what I read to a classmate helped to improve my confidence in using English." Again, a majority of both 1st and 2nd year students responded affirmatively to this statement. 11% of 1st year students answered that they strongly agree, and 68% answered that they agree with this statement. 21% of students answered that they disagree with this statement. Regarding 2nd year students, 42% of students responded that they strongly agree, and 37% answered that they agree. However, 21% of students answered that they disagree with this statement. The final query pertaining to intrinsic motivation stated, "Watching my performance made me want to improve my English speaking." To this statement, again, a great majority of both 1st and 2nd year students answered affirmatively. 63% of 1st year students answered that they strongly agree, and 32% answered that they agree. Only 5% of 1st year students answered that they disagree with this statement. Regarding this statement, 47% of 2nd year students answered that they strongly agree, and 47% answered that they agree. As with the 1st year students, 5% of 2nd year students answered that they disagree with this statement. Thus, overall it can be said that the majority of 1st and 2nd year students at this university found this approach to L2 acquisition beneficial

in nourishing intrinsic motivation.

The next set of survey queries were designed to gauge students' perception of the efficacy of this methodology on their L2 ability. The first query stated, "Reading books in English helped increase my English vocabulary." In response to this, all 1st and 2nd year students answered affirmatively. 42% of 1st year students answered that they strongly agree, and 58% answered that they agree. Regarding this same statement, 2nd year students yielded the same results with 42% replying that they strongly agree and 58% replying that they agree. The second query regarding L2 ability stated, "Reading books in English helped me to better my understanding of English grammar." Again, the overall majority of participants found this statement to be true. 11% of 1st year students answered that they strongly agree, and 79% answered that they agree with this statement. 11% of 1st year students answered that they disagree. Similar results were yielded by 2nd year students, with 16% answering that they strongly agree and 74% answering that they agree with this statement. Again, 11% of 2nd year students as well answered that they disagree with this statement. The final survey statement regarding L2 ability stated, "Explaining what I read to a classmate helped to improve my English speaking ability." In this case as well, a majority of participants found the statement to be true. Regarding 1st year students, 26% answered that they strongly agree, 32% answered that they agree, and 5% answered that they disagree with this statement. Data yielded from 2nd year students was similar, with 37% answering that they strongly agree, 58% answering that they agree, and 5% answering that they disagree with this statement. Thus, overall it can be said that the majority of 1st and 2nd year students at this university found this approach to L2 acquisition beneficial in nourishing L2 ability.

The last set of survey queries were designed to gauge students' perception of the efficacy of a metacognitive educational experience as a means to L2 acquisition. The first query stated, "Watching my performance helped me to realize trouble spots in my English speaking." The majority of 1st year students found this statement to be true, with 21% answering that they strongly agree, 58% answering that they strongly agree, and 21% answering that they disagree. Regarding the same statement, 42% of 2nd year students answered that they strongly agree, another 42% answered that they agree, and 16% answered that they disagree. The final query regarding the efficacy of a metacognitive learning experience to nourish L2 acquisition stated, "Transcribing sections of my performance helped me to realize trouble spots in my English usage." This statement as well was found to be true by the majority of participants. 11% of 1st year students answered that they strongly agree, 74% answered that they agree, and 16% answered that they disagree with this statement. All 2nd year students answered affirmatively to this statement, with 26% answering that strongly agree and 74% answering that they agree. Thus, overall it can be said that the majority of 1st and 2nd year students at this university found that a metacognitive educational experience benefited their L2 acquisition.

Conclusion

Preliminary qualitative data based on student surveys regarding the efficacy of extensive L2 reading in combination with self-recording, transcription of recoded data, and self-analysis based on comparisons with native speakers and near-peer L2 role models has proven positive as a means of L2 acquisition and L2 identity shaping. In the course of one semester at a Japanese university, the majority of surveyed student participants found this approach to benefit both their L2 usage and ability, as well as to foster intrinsic motivation to improve themselves in this capacity. Furthermore, the majority of students found this metacognitive approach to L2 acquisition, in which they are forced to become self-aware of their L2 identity, to be beneficial in improving trouble spots in their current L2 usage. Further research into these methods of L2 acquisition are currently underway, specifically they efficacy of a weekly reading journal to aid in conversation and story event recall. As well, a larger sample size encompassing a wider variety of participants would produce more precise data as to this methodology's benefits.

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Appendix A

Weekly Exten	sive Reading Journal		
	Reading Time:		
Book Title:		Pages read:	~
	mber for class discussion:		
Date:	Reading Time:	minutes	
Book Title:	reading Time.	Pages read:	~
Notes to remer	mber for class discussion:	rageo readi	<u> </u>
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Trocco to Terrier			
Date:	Reading Time:	minutes	
Book Title:	Reading Time.	Pages read:	~
	mber for class discussion:	rages read:	

Appendix B

<u>Transcription Sheet</u>
Topic/Theme:
Full Speaking Session: minutes
Transcribed portion: : \sim :
Transcription:
Successes
Concerns
Goal for next session