

# Potential Benefits of Extensive Reading and Extensive Listening Suggested by Survey Results

Nobuko SAKURAI

## Abstract

This paper explores the efficacy of extensive reading (ER) while listening. Participants of the study were thirty-one university students who experienced ER with and without audio in and outside the classroom for at least one semester. They expressed their favorable feelings toward ER with CDs compared to ER without recordings in a 6-point Likert scale questionnaire completed in the last lesson. A one-way analysis of variance was carried out utilizing their answers to the questions in addition to the number of words they read and their scores on the Edinburgh Project on Extensive Reading “Placement/Progress Test A” administered at the beginning and end of the semester. Statistically significant differences were observed in their responses to some survey statements between the students who read more than the mean amount and who read fewer as well as between those who scored higher than the mean on the post-test and those whose scores were lower. The outcomes implied that participants who accumulated more words than the average were engrossed in stories they were reading and listening to without thinking about English grammar and translating English to Japanese during ER with audio. Similarly, students who achieved a higher than the average score on the post-test seemed to have been reading English in English, forgetting about Japanese and remembering stories more when they were reading while listening than when they were just reading extensively.

**Keywords:** extensive reading, extensive listening, reading while listening, the amount of reading, reading comprehension

## Introduction

It was in one of the English lessons at junior or senior high school. The teacher directed students to read a passage while listening to its recording. The author, when she tried the activity for the first time, was so focused on moving her eyes and following the voice of the audio that she did not understand the content of the text at all. She wondered what the purpose of this exercise was and concluded that it was ineffective for learning English.

The activity was what many instructors call “reading while listening.” The author became an English teacher many years after the unpleasant experience and happened to teach a course named Extensive Reading and Extensive Listening (EREL) at a private Japanese university. This name originated from the popular Japanese term for this kind of class, *tadoku tacho*, literally meaning “reading a lot and listening a lot.” In this course,

students were expected to be engaged in extensive reading (ER) with CDs. Teaching the class, she was concerned if students were finding ER while listening interesting and worthwhile unlike her own experience as a student. She read research papers and books to learn about the benefits of reading with audio. One book written by a cognitive neuroscientist said, "... we automatically access speech sounds while we read." (Dehaene, 2009, p. 26). Dehaene (2009) also stated that converting letters into sounds is necessary for reading acquisition. These remarks made the author feel that listening while reading could be helpful as Japanese learners of English often have trouble pronouncing words, especially proper nouns. It could prevent them from stopping at words whose sounds are not familiar to them. However, what Dehaene (2009) reported was not convincing enough since his book mainly discussed reading in the first language (L1). Desire to find out the effectiveness of ER while listening led to this study.

### *Definition of terms*

To summarize the most frequently cited ten principles of ER by Day and Bamford (1998), ER is reading as many easy and interesting books as possible for pleasure. ER with audio or ER while listening literally means reading a number of easy ER books of interest while listening to CDs or recordings of the same texts. In theory, all the principles by Day and Bamford (1998) should be able to be applied to ER with audio. In practice, however, their principle #8 "Reading speed is usually faster rather than slower." (p. 8) could be an exception. This is due to the fact that the rate of listening Japanese people can cope with is often different from their reading speed. Waring (2010), who manages one of the few extensive listening (EL) websites referred to by Takase (2010), claims that Japanese learners of English are advised to choose to listen to texts that are two levels lower than the level of passages that they are comfortable reading.

Some teachers seem to be using EL as an equivalent to "ER while listening." According to Waring (2010), EL is listening to a lot of easy materials with good understanding of the content without tasks and questions to be tackled preceding listening or following listening. Apparently, EL does not entail any scaffolding unlike intensive listening with pre-, while- and post-listening activities. His description of EL projects the image of EL as the listening version of ER. Nevertheless, EL is not precisely equal to ER with audio. Learners are exposed to visual and aural input during ER with CDs, whereas EL usually provides the latter type of input only. Thus, it is probably appropriate to label ER while listening as one variant of EL.

In spite of this subtle difference, EREL is going to be used interchangeably with ER with audio/recordings/CDs along with ER while listening in this study. As mentioned previously, the Japanese translation of EREL is the most handy and compact term for ER with audio. In addition, *tacho* is often encouraged to be conducted together with ER. *Tadoku tacho* is naturally used as a set, and *tacho* is interpreted in the Japanese context as listening to CDs of ER books while reading them.

### ***Characteristics of ER, EL and EREL***

Although ER, EL and EREL share a similar aim and quality, certain distinctive features can be identified among them. First, students can take control of their reading speed in ER. For example, they can slow down when they come to more complex part of a book to comprehend it fully and when they want to appreciate or examine illustrations on a page closely. On the other hand, this is not plausible in reading while listening. The speed of recordings cannot be easily changed, especially within a book. Despite this drawback, ER with audio can be more enjoyable, exciting and interesting because of sound effects, music and characters' voices. These possibly make scenes more realistic and vivid. Furthermore, in ER with CDs, readers get a chance to match words with their sounds, and learn pronunciation along with accents.

Compared to EL, ER while listening is limited as to what students can listen to. While materials for EL include movies, TV programs, songs, lectures and daily conversations (Waring, 2010), only stories are provided in EREL. Regardless of this disadvantage, books can be an aid to enhance listening skills since EL is more challenging for the majority of English learners. Participants in a study by Change (2009) paid more attention during reading while listening and preferred it to listening only.

As noted in the above section, students receive two kinds of input during ER with recordings. This could be beneficial when both ER books and their CDs utilized are easy enough and not overwhelming to learners at all. Conversely, it can be also said that EREL is cognitively more demanding. In fact, Luchini (2015) reported that reading only was more effective for reading comprehension than reading while listening.

### ***The spread of ER and EREL***

ER has been spreading across Japan in recent years (Takase, 2010). A great number of studies with regard to the influence of ER on English learning as a second language (L2) or foreign language (FL) have been reported, and its efficacy has been acknowledged widely.

Evidence of this growing recognition of the effectiveness of ER is the proposal issued in 2013 by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). It suggested that classroom activities in English lessons should include ER at elementary, junior and senior high schools (MEXT, 2013). As ER is gaining more and more popularity, the number and variety of graded readers (GRs) and leveled readers (LRs) available in Japan have increased. Publishers specialized in English language teaching have begun offering complimentary downloadable audio on their websites. This has promoted ER with recordings in the classroom more widely.

### *Efficacy of reading while listening*

Research on reading while listening appears to have been carried out in the L1 reading acquisition context, especially targeted at children and students who are struggling to read (e.g. Verlaan & Ortlieb, 2012; Rasinski, 1990). Although the number of reports in L2 and FL settings seems to be increasing as more ER books with audio have become attainable, studies focusing on EL are still not abundant. Takase (2010) commented that no research regarding EL was available in the early 20th century. In line with the aforementioned definition of EL, research exploring the effect of reading a great amount while listening is scarce. Brown, Waring and Donkaewbua (2008) investigated vocabulary acquisition among the reading, reading-while-listening and listening groups. The results of their tests and questionnaires demonstrated that the reading-while-listening group surpassed the other two groups and that the reading-while-listening mode was most preferred by the participants. GRs were utilized in this study, but the total number of words read and listened to was 16,702 words. This amount was too little to be called EREL. For this reason, it is appropriate to consider their research in relation to reading while listening. Gobel (2011) found the effectiveness of reading ER books with recordings on the TOEFL scores (paper version) and the correlation between the improvement in the scores and the reading amount. Unfortunately, however, the reading amount accumulated by participants was not reported. In contrast, Chang (2011; 2014) examined the effect of EL on listening proficiency along with vocabulary acquisition (2011) and on listening fluency (2014). Students who seemingly read more than 200,000 words in the 2011 study and those with an approximate 56,000 word count in the 2014 study, respectively, outperformed the control group. The most recent study by Chang and Millet (2015) focused on reading comprehension and speed between the silent reading and audio-assisted reading groups. Although the outcomes were both positive, they concluded that the latter group that read and listened to 20 GRs (with an estimated total of 115,412 words) did better.

***The present study***

It is valuable to research how ER with CDs affects the acquisition of language skills, vocabulary and overall fluency and proficiency. Nonetheless, what primarily motivated the author to look into EREL was her negative perception formed by her own negative experience when she was a student. Looking back on that time as a teacher in an attempt to figure out what was happening in her mind, she wondered if she was not fluent enough for the activity. Therefore, research questions posed in the current study are:

1. How do students view ER while listening?
2. Does attitude toward ER with audio differ between higher level students and lower level students?

**Method*****Participants***

Participants of this study were 31 non-English language majors and science majors. They were in their first, second or third year. Seventeen of them were enrolled in the EREL I course offered in the spring, and fourteen in EREL II in the fall semester. Some of these students were in I or II of the course in a previous school year, and decided to continue the course for another semester. Some experienced ER in the introductory course to EREL named Introduction to ER and wanted to move ahead to the advanced EREL course. Some others were enrolled in a two-credit course where they had to read at least 36,000 words extensively outside the classroom. One participant was taking the course throughout the year. His performance was different in the fall semester from in the spring semester. In addition, his replies to the questionnaire differed in the second time. Thus, it was determined that he was counted as two different entities in the spring and fall.

***The EREL course***

EREL is one of the various elective courses in the special English program managed by the Faculty of Foreign Studies. Students belonging to this faculty need some credits from the courses to graduate. Also, students in the science faculties were required to take some classes in the program to complete a special certificate. The EREL course is open to students at any proficiency level.

Students spend about one hour in each lesson from Week 2 to 14 reading ER books with CDs in the computer room. They basically take quizzes after finishing books on MReader, an

online system that enables readers to keep track of the number of words they are accumulating. However, those who took Introduction to ER are used to Reading Record Sheets that were compulsory in that course. Therefore, they are allowed to make use of them together with MReader. Output-oriented activities are conducted in the last 30 minutes. They include retention and shadowing, extensive writing, sharing the story of their favorite book of the day, and discussing what they thought about books.

The first and second lessons are a counseling session for experienced extensive readers and a training session for those who are new to ER. Before a semester starts, the past reading record is retrieved from MReader and Reading Record Sheets, and then likes and interests of each student are investigated. Students who have done ER but whose previous reading experience is unknown are consulted with individually in the first lesson. In Week 1 and 2, books with CDs that may interest them and are at their suitable reading level are encouraged to be tried out. Those who have no experience in ER are taught how to do ER in class and directed to continue practicing it with specified ER books in the library outside the classroom.

Students are required to read at least 75,000 words to pass the course. The reading amount accounts for 50% of the final grade. To receive the full 50 points, students need to read 120,000 words. The other 50% is calculated based on their participation and assignments or a mini-presentation. In order for them to reach the minimum goal quickly, students are encouraged to check out at least one book with audio from the class or read an ER book from the school library outside the classroom every week. Some prefer reading and listening to books brought and introduced by the instructor, but all students borrow books from the library that do not come with CDs.

### ***Books read by participants***

As listed in Table 1, a variety of GRs and LRs at various levels were provided and recommended to students in the course. This was because participants differed in many ways. First, their scores on the Test of English for International Communication ranged from 300 to 550, and their actual proficiency levels assessed by the instructor were in an even wider spectrum. Also, both the spring and fall groups consisted of students from different years, faculties and departments. Their interests, likes and dislikes varied. Finally, some students had no experience in ER, while the others had taken EREL, Introduction to ER and/or two-credit courses with an ER requirement before the present study. Among the experienced, there was a considerable discrepancy in the reading amount in the past. These

factors resulted in the diverse selection of series, levels and books.

**Table 1. *Series and levels of the ER books used in the spring and fall semesters***

Black Cat Earlyreads Level 2	Penguin Kids Readers Levels 2, 4 to 5
Building Blocks Library Levels 5 to 9	Penguin Readers Levels 0 to 3
Cambridge Discovery Level 1	Penguin Young Readers Level 3
Cambridge English Readers Levels 0 to 2	Primary Classic Readers
Cengage Page Turners Levels 2 to 5	Richmond Robins Level 1
Compass Young Learner's Classics Levels 1 to 6	Scholastic ELT Readers Level 1
Egmont Teen Reader (Sarin)	Scholastic Popcorn Level 1
ELI Teen Readers Level 2	Yohan Ladder Levels 1 & 2
Fast Forward Levels 10 to 18	
Foundations Reading Library Levels 1 to 7	All Aboard Reading Level 2 & 3
Happy Readers Level 0	Curious George
Helbling Levels 1 & 2	I Can Read Books Levels 1 & 2
Macmillan Readers Levels 2 to 3	Nate the Great
One World	Princess Poppy
Oxford Bookworms Levels 0 to 3	Ready-To-Read Level 2 ( <i>Henry &amp; Mudge</i> )
Oxford Classis Tales Levels 1 to 3, 5	Step Into Reading Levels 3 to 4
Oxford Dominoes Levels 0 & 1	Usborne Young Reading Level 1 to 3
Oxford Reading Tree Levels 3 to 9	Walker Level 3
Oxford Reading Tree Traditional Tales Level 9	Who Was
Penguin Active Reading Level 0 & 1	Winnie the Witch

### ***Instruments***

The Edinburgh Project on Extensive Reading Placement/Progress Test A (EPER PPT A) was utilized. This is a 60-minute long cloze test that demands grammatical, lexical and contextual knowledge (Takase, 2012). A 6-point Likert scale questionnaire was formulated in Japanese (see Appendix A). It was composed of 16 questions, and all the questions started with the phrase "Compared to ER, EREL..." Questions #1, #10 and #15 were related to enjoyment and boredom, while Q#3 and Q#12 were concerning how easy or difficult EREL was. Q#2 and Q#11 asked whether students were feeling they wanted to read more and that their English was improving. Q#4, #5, #6, #7 and #16 inquired how students were reading extensively with audio. More precisely, they asked if participants were analyzing English sentences just like they would do during intensive reading. Q#8, Q#9 and Q#14 questioned if they were visualizing stories, were absorbed in them and remembering them more, respectively. Q#13 was concerning culture. Reading Record Sheets were created by the instructor, and they contained columns for the date, book title, series, running words, evaluation of the book and storyline.

### ***Procedure***

The current study was conducted in 2016. EPER PPT A was administered in the first lesson to understand the reading level of participants as well as at the end of the semester (Week 15) to measure their improvement. Only 20 minutes was allocated for the tests due to a time restriction. The survey was distributed in the last lesson, and students were requested to write down the number 6 (“I strongly agree.”), 5 (“I agree.”), 4 (“I somewhat agree.”), 3 (“I somewhat disagree.”), 2 (“I disagree.”) or 1 (“I strongly disagree.”) next to each statement. Reading Record Sheets were collected and checked if the storylines written on them were satisfactory. The number of words that the books on Reading Record Sheets contained was added to MReader. The total number of words accumulated by each participant was downloaded.

### ***Data analyses***

All the data were input into Excel first, then transferred to SPSS (version 21.0). After calculating descriptive statistics of the pre- and post-EPER PPT A scores, the number of words read and responses to the questionnaires, a two-tailed paired *t*-test was performed in order to prove that students were engaged in ER while listening. Then, participants were divided into two groups based on the post-test scores and the number of words accumulated: below the mean score versus above the mean score groups, and below the mean reading amount and above the mean reading amount groups. Finally, a one-way analysis of variance (ANOVA) was employed between the two groups.

## **Results and Discussion**

### ***Participants' overall performance***

Table 2 exhibits the descriptive statistics of the scores of the pre- and post-tests and the total number of words read. The mean of the test given in the first lesson was 42.10, and 47.77 in the end. The minimum score on EPER PPT A improved to 32 from 22. The increase was greater than that of the maximum scores. This implies that less competent students developed greater reading comprehension than higher level students. The average reading amount was 86,456.55 words. The minimum number of words read, 62,258 words, indicates that some students did not pass the course. One student kept reading and achieved the maximum of 138,003 words in three months. A talk to her revealed the fact that ER became a habit for her and that she was reading not for grades but for enjoyment.



Table 2. *Descriptive statistics of the scores of EPER PPT A in the beginning and end of semester and the total number of words read*

	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Max</i>	<i>Min</i>
pre-EPER PPT A	29	42.10	10.234	64	22
post-EPER PPT A	31	47.77	8.636	70	32
number of words read	31	86,456.55	15,406.160	138,003	62,258

### ***Improvement in reading comprehension***

A two-tailed paired *t*-test was run in an attempt to confirm that participants were not just flipping pages and pretending they were reading but they were actually reading. The post-test scores of the two students who did not take the pre-test were excluded. The mean score of 29 students was 47.79. The statistically significant outcome ( $t = -5.739$ ,  $p < .001$ ) suggests that their reading comprehension was enhanced as a result of EREL (See Table 3).

Table 3. *Means, standard deviations, gain and t value of the pre- and post-test scores*

	<i>N</i>	<i>M</i>	<i>SD</i>	Gain	<i>t</i>
pre-EPER PPT	29	42.10	10.234		
post-EPER PPT	29	47.79	8.938	5.69	-5.739***

\*\*\* =  $p < .001$

Note. Two participants missed taking the pre-test. Therefore, the *t*-test was performed on 29 students.

### ***Students' reaction to EREL***

The descriptive statistics of the questionnaire are shown in Table 4. The mean of the items expressing positive feelings (Q#1 to #11, #14 and #16) ranged from 4.10 to 5.06 ("I agree." to "I strongly agree."). On the other hand, the mean of the negative statements, Q#12 and #15, was the lowest and the second lowest at 2.48 and 3.03, respectively. In addition, the maximum of Q#12 was the lowest (4, "I somewhat agree.") among the 16 questions. The data indicated that participants were favorably involved in EREL without feeling it was difficult and tiring. Question #9 "Compared to ER, EREL makes me feel absorbed in the story." scored the highest mean (5.06), and #11 "Compared to ER, EREL makes me feel my English is improving more." the second highest (5.03). During EREL, they were reading and listening to books more smoothly, and feeling books were more enjoyable and easier to understand compared to during ER. As a result, they could have been feeling as if they were part of stories or in stories. This peculiar experience might have contributed to the sense of improvement. Interestingly, students did not seem to feel that EREL was useful for learning about culture of other countries (Q#13).

Table 4. *Descriptive statistics of the questionnaire*

Questions	N	M	SD	Max	Min
"Compared to ER, EREL..."					
Q1: is more fun.	31	4.97	.948	6	2
Q2: makes me feel like reading more.	31	4.61	1.086	6	2
Q3: makes it easier for me to understand the content of a book.	31	4.84	1.068	6	2
Q4: helps me avoid translating into Japanese.	31	4.19	1.195	6	2
Q5: helps me understand English in English.	31	4.61	1.256	6	2
Q6: helps me avoid stopping at words that I don't know.	31	4.13	1.522	6	1
Q7: helps me avoid thinking about grammar.	31	4.58	.958	6	2
Q8: helps me visualize the story.	31	4.52	1.387	6	1
Q9: makes me feel absorbed in the story.	31	5.06	.892	6	2
Q10: helps me avoid feeling bored.	31	4.61	1.476	6	1
Q11: makes me feel my English is improving more.	31	5.03	.912	6	3
Q12: is more difficult.	31	2.48	.851	4	1
Q13: helps me understand the culture of other countries.	31	3.71	.902	5	2
Q14: helps me remember the story.	31	4.42	1.119	6	2
Q15: makes me feel like falling asleep.	31	3.03	1.449	6	1
Q16: makes me forget about Japanese.	31	4.10	1.300	6	1

Note. 6 = I strongly agree, 5 = I agree, 4 = I somewhat agree, 3 = I somewhat disagree, 2 = I disagree, 1 = I strongly disagree

#### *Difference in reaction between well and poorly performing students*

It seemed worth exploring if there was a difference in attitude toward EREL between students who had better reading comprehension and those whose comprehension was poorer as well as between participants with more accumulated words and those who did not read as much. Students were divided into two groups based on the post-test scores and the total number of words read. Group 1 consisted of participants whose scores and reading amount were below the mean (N = 15 and N = 21, respectively), whereas those who achieved higher scores (N = 16) and read more words (N = 10) than the mean constituted Group 2 (See Table 5). ANOVA was performed between the two groups with the replies to the survey as dependent variables.

Table 5. *Grouping for ANOVA*

	Group 1 (Below the mean)	Group 2 (Above the mean)
post-EPER PPT A scores	N = 15	N = 16
number of words read	N = 21	N = 10

Table 6 demonstrates the results of ANOVA on the scores of post-EPER PPT A. There was a statistically significant difference in the responses to the questions #5 ( $F(1, 29) = 8.689$ ,  $p < .01$ ), #14 ( $F(1, 29) = 4.569$ ,  $p < .05$ ) and #16 ( $F(1, 29) = 8.543$ ,  $p < .01$ ) between the two

Table 6. Results of ANOVA on reading comprehension

		SS	df	MS	F
Q5	Between Groups	10.917	1	10.917	8.689**
	Within Groups	36.438	29	1.256	
	Total	47.355	30		
Q14	Between Groups	5.111	1	5.111	4.569*
	Within Groups	32.438	29	1.119	
	Total	37.548	30		
Q16	Between Groups	11.539	1	11.539	8.543**
	Within Groups	39.171	29	1.351	
	Total	50.710	30		

\*\* =  $p < .01$ , \* =  $p < .05$

groups. The outcomes implied that participants whose post-test scores were higher than the average were reading English in English forgetting about Japanese and remembering stories more when reading while listening than when reading without recordings.

It is speculated that audio might have contributed to these results. CDs with sound effects and characters' voices could have assisted students to create the clear and correct image of scenes in stories more easily than when they read without audio. Stories are usually read and recorded by native speakers of English who naturally pause to take a breath at the end of a group of words that constitutes a unit of meaning. During ER, readers themselves have to be actively engaged in this segmenting a sentence into meaningful parts. Audio can take charge of this process, and the burden on the brain can be lessened when readers, while reading, listen to the recordings that are slow and easy enough for them. According to Brown, Waring and Donkaewbua (2008), meaningful sets of words created by natural pauses in audio lead to more working memory space. Field (2008) noted, "If a listener is able to decode the input effortlessly, the result is to leave a great deal of working memory free for thinking about larger issues such as the overall meaning of the text" (p. 136). Less proficient readers are unable to process visual and auditory input simultaneously due to the lack of attention capacity (McMahon, 1983). Consequently, they do not remember stories. On the other hand, participants with better comprehension could have been reading ER books comfortably following CDs. Therefore, they are speculated to have been understanding English in English better (Q#5) and thinking about Japanese less often (Q#16) compared to during ER. As stated by Ikegaya (2001), who is a neurophysiologist, understanding facilitates memory. He also commented that animals used the ability to hear longer than the ability to see in the history of evolution. Thus, memory from ears tends to stay more clearly than that

from eyes, just like people often remember lyrics better when they hear them with their music (Ikegaya, 2001). Students whose comprehension was above the average and who understood ER books well might have remembered stories more because of the CDs (Q#14).

The ANOVA results on the number of words read was somewhat similar. Statistically significant outcomes were obtained in the replies to the four statements as summarized in Table 7. During EREL, students who accumulated more words than the mean reading amount were reading English in English (Q#5),  $F(1, 29) = 5.004, p < .05$ , without thinking about grammar (Q#7),  $F(1, 29) = 4.900, p < .05$ , and without translating into Japanese (Q#4),  $F(1, 29) = 6.023, p < .05$ . Therefore, they were absorbed in stories more (Q#9),  $F(1, 29) = 6.251, p < .05$ , than during ER.

Reading with audio keeps students on task (Chang & Millett, 2015). The class was conducted in the computer room. It was quiet as they needed to wear their headsets for most of the class time, and everyone was basically doing the same thing. They had nothing else to do but to read and listen. Those who took advantage of this atmosphere were considered to have been focusing more on task and accumulated more words. It is hypothesized that reading following CDs might have made them get used to thinking about grammar (Q#7) and translating stories into Japanese less often (Q#4), and forgetting about Japanese (Q#16) and eventually reading English in English more often (Q#5) compared to during ER. These results match the outcomes of a study by Sakurai (2015) that concluded that a decrease in translation influenced the reading amount together with reading comprehension and reading

Table 7. Results of ANOVA on the reading amount

		SS	df	MS	F
Q4	Between Groups	7.367	1	7.367	6.023*
	Within Groups	35.471	29	1.223	
	Total	42.839	30		
Q5	Between Groups	6.969	1	6.969	5.004*
	Within Groups	40.386	29	1.393	
	Total	47.355	30		
Q7	Between Groups	3.982	1	3.982	4.900*
	Within Groups	23.567	29	.813	
	Total	27.548	30		
Q9	Between Groups	4.233	1	4.233	6.251*
	Within Groups	19.638	29	.677	
	Total	23.871	30		

\* =  $p < .05$

speed in an ER program. There is no doubt that wearing a headset in a quiet room enabled students to be immersed in stories more (Q#9). Sound effects on some CDs could have drawn them more deeply into stories, too. It is plausible to assume that participants who were engrossed in stories might have been appreciating the feeling of being away from reality and read more to experience it more.

## Conclusion

It was revealed that participants of the present study were engaged in ER while listening positively. Compared with ER, during EREL they were not feeling tired (Q#15) or bored (Q#10) but enjoying reading (Q#1) English in English (Q#5) without stopping at unfamiliar words (Q#6), thinking about grammar (Q#7) and translating stories into Japanese (Q#4, Q#16). They were not finding this activity difficult (Q#12) but easy (Q#3) and effective to improve their English (Q#11). They were visualizing stories (Q#8) and absorbed in them (Q#9). Thus, they remembered stories (Q#14) and wanted to read and listen more (Q#2).

The ANOVA results confirmed the difference in attitude toward ER with CDs between participants whose post-test scores were below the average and above the average. Difference reaching statistical significance was also observed between participants with more accumulated words than the mean reading amount and those with fewer. In sum, when reading while listening, better performing students were reading English without Japanese, remembering stories and being immersed in stories more than when reading without audio. On the contrary, it can be concluded that poorly performing participants were not benefiting from the activity as much. This contradicts what has been reported with regard to reading while listening in L1. Research showed that reading while listening helped students with reading difficulty in L1 to acquire reading fluency (Verlaan & Ortlieb, 2012).

It is speculated that participants in Group 2 may have been reading at the same speed as recordings. Listeners are inclined to pay more attention to what is written than to what is spoken when reading while listening (Field, 2008). Students could have ignored the audio and focused on reading and translating into Japanese as they are used to. However, they said that they were reading in English without Japanese. Moreover, it was repeatedly observed that they were stopping the CDs, replaying the part that caused them some confusion, and reading and listening to it again. Their claim and strategy could be evidence that they were accomplishing the purpose of EREL.

In order to maximize the effect of EREL, it is essential that sufficient interesting and

easy books with recordings at varying speeds be prepared for students. Waring (2012) stated that people at the beginning level were not likely to benefit from EL. However, according to McMahon (1983), the key to success is the optimal speed of audio. Teachers should not forget that every student is different. Learners read and listen at a different speed, not to mention they have different interests and tastes. It is vital that instructors communicate with students and ensure that CDs are at the same rate as each student's reading speed in addition to confirming that they are enjoying books while comprehending stories well.

What is most remarkable was that students were enjoying ER while listening. This outcome potentially enables ER with audio to become a promising English teaching approach in Japan where a lot of people suffer in their studies of English. Input is absolutely crucial for L2 acquisition. EREL could be a powerful tool that gives learners reading fluency, listening fluency, and most importantly pleasure simultaneously.

Further research with a better methodology must be conducted in order to prove and assure the efficacy of EREL. This is because a lot of what was discussed in this report is merely assumptions and speculations by the author. The number of participants was not so large that they should have been interviewed. It must have added a profound insight to the findings of the current study. Also, the Likert scales used for the survey could have been worded differently. More specifically, if the frequency had been measured with the terms such as "always" and "sometimes" instead of the degree, more accurate, useful and interesting data could have been obtained from the replies to the questions. It is hoped that more investigations that confirm the speculations of the present study will follow.

## References

- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language, 20*(2), 136–163.
- Chang, A. C.-S. (2009). Gains to L2 listeners from reading while listening vs. listening only in comprehending short stories. *System, 37*, 652–663. doi: 10.1016/j.system.2009.09.009
- Chang, A. C.-S. (2011). The effect of reading while listening to audiobooks: Listening fluency and vocabulary gain. *Asian Journal of English Language Teaching, 19*, 43–64.
- Chang, A. C.-S. (2014). The effect of extensive listening on developing L2 listening fluency: Some hard evidence. *ELT Journal, 68*(1), 31–40.
- Chang, A. C.-S., & Millett, S. (2015). Improving reading rates and comprehension through audio-assisted extensive reading for beginner learners. *System, 52*, 91–102.
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. NY: Cambridge University Press.
- Dehaene, S. (2009). *Reading in the brain*. NY: Penguin Books.
- Field, J. (2008). *Listening in the language classroom*. Cambridge, England: Cambridge University Press.
- Gobel, P. (2011). The effect of reading while listening on TOEFL gains. *Forum of Higher Education Research, 1*, 45–51.
- Ikegaya, Y. (2001). *Kiokuryoku wo tsuyoku suru* [How to improve your memory]. Tokyo, Japan: Kodansha, Ltd.
- Luchini, P. L. (2015). Simultaneous reading and listening is less effective than reading alone: A study based on cognitive load theory. In Piechurska-Kuciel E., & Szyszka M. (eds), *The Ecosystem of the Foreign Language Learner*, 71–80. Retrieved September 12, 2017, from [https://link.springer.com/chapter/10.1007%2F978-3-319-14334-7\\_5](https://link.springer.com/chapter/10.1007%2F978-3-319-14334-7_5)
- McMahon, M. L. (1983). Development of reading-while-listening skills in the primary grades. *Reading Research Quarterly, 19*(1), 38–52.
- Ministry of Education, Culture, Sports, Science and Technology. (2013). Education reform plan corresponding to globalization. Retrieved February 27, 2013, from [http://www.mext.go.jp/b\\_menu/houdou/25/12/\\_icsFiles/afieldfile/2013/12/17/1342458\\_01\\_1.pdf](http://www.mext.go.jp/b_menu/houdou/25/12/_icsFiles/afieldfile/2013/12/17/1342458_01_1.pdf).
- Rasinski, T. V. (1990). Effects of repeated reading and reading-while-listening on reading fluency. *The Journal of Educational Research, 83*(3), 147–150.
- Sakurai, N. (2015). The influence of translation on reading amount, proficiency, and speed in extensive reading. *Reading in a Foreign Language, 27*(1), 96–112.
- Takase, A. (2010). *Eigo tadoku tacho shido manyuaru* [Manual for teaching extensive reading and listening]. Tokyo, Japan: Taishukan Publishing, Co., Ltd.
- Takase, A. (2012). The impact of extensive reading on reluctant Japanese EFL learners. *The European Journal of Applied Linguistics and TEFL, 1*(1), 97–113.
- Waring, R. (2010). Extensive listening. Retrieved August 17, 2017, from <http://www.robwaring.org/el/index.htm>
- Verlaan, W. & Ortlieb, E. (2012). Reading while listening: Improving struggling adolescent readers' comprehension through the use of digital-audio recordings. *What's hot in literacy 2012*. TX: Texas Association for Literacy Education. Retrieved August 21, 2017 from <http://www.texasreaders.org/first-yearbook.html>

## Appendix A

## 多読多聴に関するアンケート

## Questionnaire about Extensive Reading and Extensive Listening

このアンケートは、多読多聴に関する研究に使用するもので、成績には一切関係なく本来の目的以外には使用しません。氏名を記入し、各質問に答えて下さい。各質問文右側の空欄に数字を記入して下さい。

氏名： \_\_\_\_\_

6. 強くそう思う      5. そう思う      4. ある程度そう思う  
3. あまりそう思わない      2. そうは思わない      1. 決してそう思わない

1	多読だけよりも音源がある多読多聴の方が、楽しい。	
2	多読だけよりも音源がある多読多聴の方が、もっと読みたいと思う。	
3	多読だけよりも音源がある多読多聴の方が、内容を理解しやすい。	
4	多読だけよりも音源がある多読多聴の方が、日本語訳をせずに読める。	
5	多読だけよりも音源がある多読多聴の方が、英語を英語で理解できる。	
6	多読だけよりも音源がある多読多聴の方が、知らない単語で止まらない。	
7	多読だけよりも音源がある多読多聴の方が、英文法を考えない。	
8	多読だけよりも音源がある多読多聴の方が、頭の中で映像化しやすい。	
9	多読だけよりも音源がある多読多聴の方が、話に入り込みやすい。	
10	多読だけよりも音源がある多読多聴の方が、退屈にならない。	
11	多読だけよりも音源がある多読多聴の方が、英語力が伸びる気がする。	
12	多読だけよりも音源がある多読多聴の方が、難しい。	
13	多読だけよりも音源がある多読多聴の方が、他国の文化を知ることができる。	
14	多読だけよりも音源がある多読多聴の方が、話が記憶に残りやすい。	
15	多読だけよりも音源がある多読多聴の方が、眠たくなる。	
16	多読だけよりも音源がある多読多聴の方が、日本語が頭に浮かんでこない。	



## 質問紙調査が示唆する多読多聴の潜在的有益性

桜井延子

### 要 旨

本稿は、多読多聴の有益性について述べたものである。被験者は、多読多聴と多読を授業内と授業外で少なくとも1学期間経験した大学生31名で、最終授業で配布された6段階評価のアンケートの結果から、多読に比べて多読多聴により好意的であったことが分かった。このアンケート結果と多読多聴総語数、学期終了時に実施したテストの点数を利用して、平均語数以上を多読多聴した学生群と以下の学生群、テストの点数が平均点以上の学生群と以下の学生群間で、一元配置の分散分析を行った。統計的に有意差があったのは、平均語数以上を多読多聴した学生においては、多読時に比べて多読多聴時には英文法を考えず、従って日本語には訳さず、本の話に入り込んでいた、という項目であり、平均点以上をとった学生に関しては、多読時に比べて多読多聴時には日本語が頭に浮かばず、英語を英語で読み、本の話覚えていたというものであった。

キーワード: 多読, 多聴, 音源を聴きながら読むこと, 読書量, 読解力

