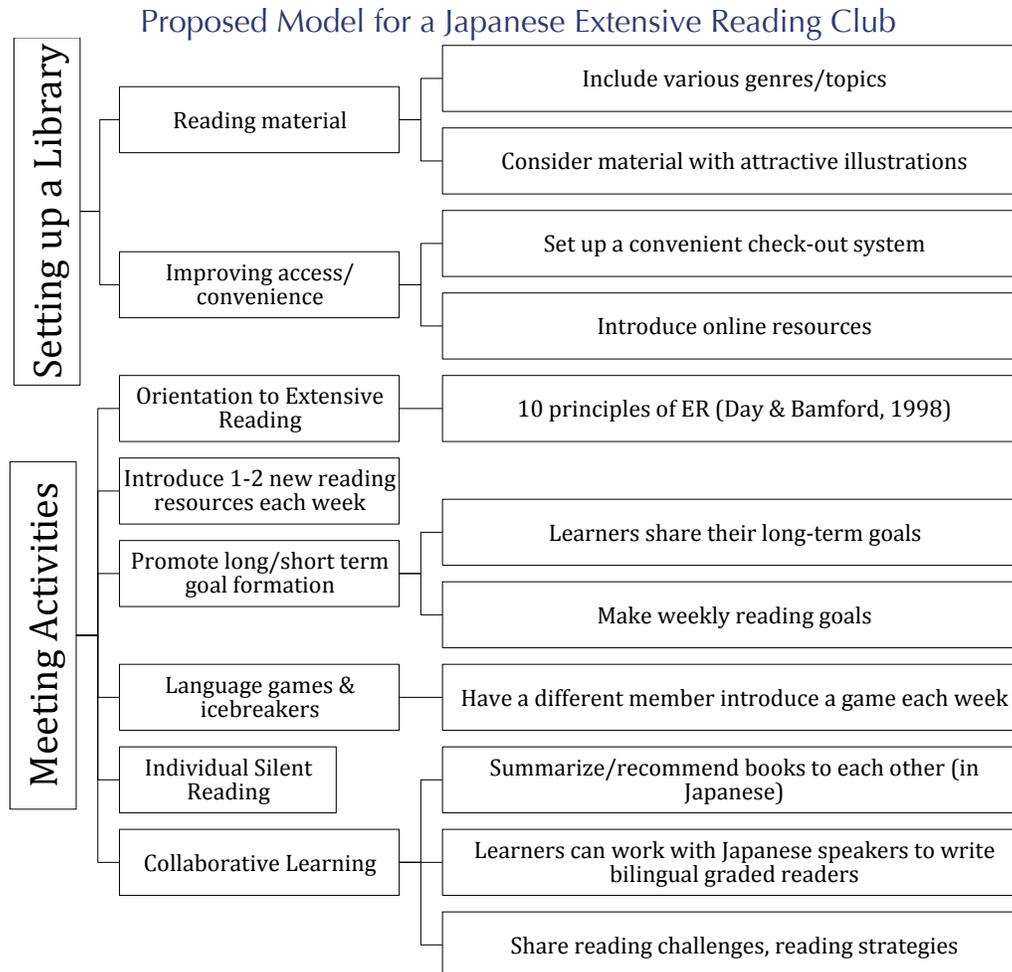


# Setting up a Japanese Extensive Reading Club Based on Learner Motivation

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## Build an Extensive Reading Library

Graded readers available from:

- NPO多言語多読: [http://tadoku.org/learners/book\\_ja](http://tadoku.org/learners/book_ja)
- Include a variety of topics and genres, such as essay manga, popular manga, Japanese folktales, children's books, juvenile fiction.



For popular titles, websites and app reading resources please see: <http://japaneseerc.weebly.com/apps.html>

## Club Orientation to Extensive Reading

Introduce members to the top 10 principles of ER during an orientation session (Day & Bamford, 2002)

1. The reading material is easy
2. There must be a wide variety of reading material on a large range of topics.
3. Students choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information, and general understanding
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.

10. The teacher is a role model of a reader.

### Promote Goals

Club mentors can:

- Help learners set short (e.g. weekly) and long term goals
- Build learners' confidence by showing their progress

### Aiding Vocabulary Development

Supplement extensive reading principles with guidelines and strategies for Japanese learners who want to improve their vocabulary knowledge:

- Guessing words from context as much as possible by reading a few lines ahead, or identifying if it's a name
- Use small post-it notes to keep track of how many words you do not know on each page. If more than five words per page on average, try to find an easier interesting book (if available)

### Collaborative learning

An ER Club provided a setting for learners to gain access to books, practice language skills, become interested in new books, and enjoy freedom from anxiety while reading, concurrent with findings in De Burgh-Hirabe and Feryok (2013)

- Allow members to give recommendations to each other on a regular basis
- In small groups, members may benefit from sharing their "reading experiences," challenges, and triumphs
- If there are Japanese people in the community, consider creating a bilingual extensive reading club
- Members can work with Japanese speakers to write bilingual graded readers
  - Work with NPO 多言語多読 for possible publication

### Language Games, Icebreakers

- The club mentor may introduce a few language icebreakers/games during the first meetings, but having other members prepare games helps vary the activities and spread responsibility. Some game ideas can be found at <http://japaneseerc.weebly.com>



### Individual Silent Reading

- Learners often lack time due to school work or other activities. For busy learners, allow more time for reading during meetings (e.g. the first or last 10-20 minutes of every meeting)

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