UNIVERSITY OF ALBERTA

THE USE OF PORTABLE E-READERS IN AN ESL EXTENSIVE READING PROGRAM

BY

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, a Project Report entitled "The Use of E-readers in an ESL Extensive Reading Program" submitted by Monica Fraser in partial fulfillment of the requirements for the degree of MASTER OF EDUCATION in Teaching English as a Second Language (TESL).

(Dr. Marilyn Abbott) (Dr. Marilyn Abbott) (Amy Meckelborg)

Date: May 30, 2013

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I dedicate this project to the memory of my mother, Alexandrina Sohan.

Abstract

Portable electronic devices are generally untapped reading tools that have the potential to produce beneficial results in English as a Second Language (ESL) extensive reading programs. However, few guidelines are available to assist instructors in using these tools, as there is a lack of research conducted with learners in an ESL context. The purposes of this project were to determine the impact of using portable e-readers for extensive reading on ESL learners' reading attitudes, behaviours and skills, and to ascertain the learners' and instructor's satisfaction with the use of the Sony e-readers and the extensive reading program. All students (n = 21) in one ESL reading and writing Canadian Language Benchmark (CLB) 7 class at NorQuest College participated in this study. Data were gathered over eight weeks through a pre-study questionnaire in paperform, student reading logs, instructor observation, and a post-study questionnaire via *SurveyMonkey*®. Data obtained from the pre- and post-questionnaires and the weekly reading logs were analyzed using simple descriptive statistics; data gathered from the observation field notes were coded using thematic analysis. The results show that the participants were overall highly satisfied with the extensive e-reading program and the use of e-readers. The extensive e-reading program was considered clearly defined and enjoyable, but limited in the selection of e-books. The e-readers were viewed as being portable and environmentally friendly when compared with reading paper-based books. Participants felt the use of e-readers enhanced their enjoyment and increased their frequency and volume of reading. However, participants thought they made the lowest gains in comprehension, felt restricted by not using Wi-Fi, and experienced difficulties

reading in dark places. An instructor's general guide for using e-readers in extensive ereading programs based upon the results is included.

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Introduction

Intensive reading can be compared with doing driving lessons at school; extensive reading can be compared with actually driving on the road.

(Extensive Reading Foundation, 2011, p. 2)

This analogy eloquently captures the importance of both intensive and extensive reading: English as a second language (ESL) learners require both intensive reading to build language knowledge and extensive reading to develop fluency reading skills. In order for reading to be considered extensive, Waring (2009) states that it should involve substantial textual input over an extended period of time, the use of easy reading materials at or about the learners' fluent reading ability level, learner selected material, and reading for enjoyment to build confidence. To address these core principles, effective ESL extensive reading programs have used graded books because they are written according to a pedagogical syllabus, which has increasing grades, or levels of difficulty (Extensive Reading Foundation, 2011). However, the explosion in the availability of books published in digital formats is increasing the sale and use of electronic reading devices (e-readers), specialized for reading electronic books (e-books). To keep up with technology, ESL learners should be exposed to reading graded e-books on these devices. Research on the use of e-readers is required to provide instructors with the necessary information and ideas on using these devices in extensive reading programs to prepare learners for the modern high-tech society. Thus, the purpose of my research was to determine the impact of using portable e-readers on intermediate ESL learners' reading attitudes, behaviours, and gains (i.e., in reading comprehension, vocabulary,

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speed and enjoyment), and to ascertain the learners' and their instructor's satisfaction with the use of e-readers and the extensive e-reading program developed for this study.

Literature Review

E-readers

There is a growing awareness that technological advances are changing the ways of reading and teaching in ESL classrooms. One such innovation that is unexplored in ESL Extensive Reading Programs (ERPs) is the e-reader, which is a "portable, low-power, high-resolution device specifically designed to display digital versions of written material from books, magazines, newspapers, and other printed sources" (Educause, 2010, p. 1). The latest generation of e-readers contains *electrophoretic ink*® (e-ink) technology or *electronic paper* (e-paper) designed to imitate the appearance and contrast of ordinary ink on paper with good visibility under a wide range of lighting making the devices lighter and more power efficient (Siegenthaler, Wurtz, Bergamin, & Groner, 2011). Although numerous varieties of these devices including Kindle, Nook, eDGe, QUE proReader, iPad, and many brands of tablet PCs (Mealer, Morgan, & Williams, 2011) are available, the term *e-reader* in this study will be used to refer to the Sony PRS-T1 series.

According to Kwan (2012), the first e-reader, the Dynabook, was developed in 1968 for children to access media, followed by the Sony Data Discman in 1992 for users to browse pre-recorded texts on discs. In 1998, the first dedicated e-book readers were launched: the Softbook with a touch-screen, note-taking/highlighting features and Internet connectivity, and the Rocket eBook with computer connectivity. These devices, however, did not sell well due to their high costs and limited book selections. Sony released the LIBRIé, the first e-reader to use *e-ink* technology, in 2004, and two years later, the company marketed the Sony Reader, which had more storage and better usability than the previous model. The introduction of Amazon's Kindle in 2007 was the synergist for the popularity growth of e-readers, and the creation of new models such as the Nook in 2009, and the Apple iPad in 2010. Due to the relatively short time that e-readers have been on the market, studies examining e-readers in the educational field are in their infancy and have been limited to elementary, college/university and English as a foreign language (EFL) environments.

Reading Frequency and Volume

In a descriptive case study, Anderson (2012) discovered that grade three students (native speakers of English) increased their reading volume and the number of e-books read during and after school by using the Kindle e-reader. Daily reading logs and interviews showed the students' individual selection of e-books loaded on their e-readers not only enhanced access to various e-books they could read any time, but also provided opportunities to re-read prior texts, to continue reading new texts or to choose different texts. Besides the students' increased levels of enjoyment and engagement, other factors contributing to a greater quantity of reading were the absence of distractions made by the rustling of papers during independent reading, the ease of holding the e-readers, and opportunities to share what students had read.

Reading Comprehension

Francis et al. (2006) presents a theory of reading comprehension based on two skill domains: precursor skills and pure comprehension skills. Precursor skills include print skills (phonological awareness, word reading accuracy, and word reading efficiency), oral language skills (vocabulary, linguistic memory, and language processing), and extended discourse skills (narrative productions). Pure comprehension skills are comprised of retaining information from the text, accessing relevant information, making inferences, and developing knowledge schemas. Numerous studies have explored the complex integration of reading skills and knowledge; however, recent studies have provided contradictory results on the impact of technology on reading comprehension.

In an experimental study investigating reading efficiency between a printed text and a text presented on a computer screen, Szymańska and Kaczmarek (2011) measured the recall and comprehension of 30 EFL college students in Poland. Randomly divided into two groups (the paper group and the computer group), the participants read the same text then completed identical recall and comprehension tests. Although the researchers found no significant difference in recall results between the two delivery modes, they discovered that participants obtained higher comprehension results reading on the computer.

Lam, Lam, Lam, and McNaught (2009) conducted a two-phase experiment on EFL university students in Hong Kong to discover the students' perceptions of the value of reading academic electronic texts. In the first phase, reading comprehension exercises were administered after two weeks to one group of participants (n = 6) reading e-books on a pocket personal computer (PPC), and another group (n = 4) reading similar reading materials in paper format. The data showed that the students reading on a PPC had considerably lower reading comprehension scores (SD = 14.3) than the students reading paper texts (SD = 17.7). In the interviews, the students attributed the inefficiency of reading in digital format to unfamiliarity with reading e-books, which caused them to concentrate less and spend more time processing the content.

Connell, Bayliss, and Farmer's (2012) study was inspired by a lack of research on the outcomes of using portable devices such as the Kindle and iPad tablet on reading comprehension. In order to bridge this gap, the researchers invited 201 students (128 female and 73 male), mostly majoring in communication and finance at a large southeastern university in the United States, to participate in a study investigating the effects of text presentation format (print, e-reader, or tablet) on participants' reading comprehension and perceptions of the reading and test-taking task difficulty. After completing the pre-test screening for prior content knowledge, participants were given the same reading text on the three different presentation formats that were controlled to display the same text size, line spacing and font. The results of the 40-item paper-andpencil comprehension post-test show that reading comprehension and perception of task difficulty was not affected by the format of the text presentation.

Grimshaw, Dungworth, McNight, and Morris (2007) sought to identify the features of the medium (e-reader, e-reader with narration and print form) that might influence reading comprehension, retrieval of information, and the ability to make inferences of elementary students (native speakers of English) in an L1 context. The participants (n = 132) were divided into two groups: the first group (n = 51) read an extract from a children's literature storybook with 25 reading the printed version, and 26 reading the electronic version; the second group (n = 81) read an extract from a similar children's storybook with 29 reading the printed version, 26 reading the CD-ROM version without narration, and 26 reading the CD-ROM version with narration. A

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comparison of the reading comprehension test means from the printed text (SD = 3.8) and electronic text (SD = 4.3) did not show significance; however, an analysis of the test means from the printed (SD = 3.97), CD-ROM with narration (SD = 3.94), and CD-ROM without narration (SD = 3.97) showed a significant difference where children reading on the CD-ROM scored significantly higher than those in the other two conditions. The researchers concluded that readers using electronic texts with audio had higher comprehension scores because it decreased the amount of working memory for decoding, allowing the students to concentrate on meaning and general reading comprehension.

Based on the text presentation (print and laptop) in L1 contexts, Jones and Brown (2011) examined the reading comprehension of 22 third grade students in the United States. Comprehension assessments, collaboratively created by the researchers and classroom teacher, were given after each of the three phases in the study: in the first phase, students read a children's story in print form, and in the last two phases, students read two children's e-books downloaded from a subscription website using a laptop. The results showed no significant difference in the mean scores between the first (M = 80.26) and the third (M = 81.62) comprehension tests; however, the means of these two tests were significantly different from the mean of the second (M = 65.80) comprehension test. Jones and Brown concluded that reading comprehension is not affected by text format but rather the content of the text or the students' enjoyment of the setting, characters, and theme.

Reading Speed

Most native-speakers have the ability to read texts at 250-300 words per minute; however, many ESL students read at less than 100 words per minute (Waring, 2012).

Building reading speed is important for students to read more naturally, process the language effectively and efficiently, understand more, remember more, read more text, and finish tests faster. According to the Extensive Reading Foundation (2011), students "should be reading at a difficulty level and a good speed (150-200 words per minute or a little lower for beginning students) with a major aim of practicing the skill of reading itself" (p. 3). If the students read at their current ability level, then they will be processing words faster, and building automatic recognition of words, which in turn increases speed (Waring, n.d.).

Connell et al. (2012), Grimshaw et al. (2007), Lam et al. (2009), and Kang, Wang and Lin (2009) found that students read faster from print than e-book formats. Connell et al. found that the reading time of university students was the fastest for the printed materials (M = 12.1); the reading time was faster on the tablet (M = 13.4) than on the e-reader (M = 13.3), but the difference was minimal. In a different study, Grimshaw et al. concluded that the inability of elementary students to use a bookmark or finger to track the onscreen text manually resulted in students taking longer to read the extract from the computer than the printed texts even though the quantity of text was less and the clarity was better on the onscreen version. Similarly, Lam et al. reveal that university students cited eye fatigue and unfamiliarity with e-book reading as a reason for reading e-books more slowly than printed text.

In another study, Kang et al. (2009) investigated the reading performance of 20 (10 male and 10 female) junior EFL college students in Taiwan using an e-reader and a print book by measuring reading speed and reading accuracy (proportion of correct recall). Participants read 10 novelettes in print form and on an e-reader respectively, and

completed a 5-question recall test on each of the texts. Results showed that reading in both forms did not have a significant impact on reading accuracy, but had a significant impact on speed: for the print book, the average for reading accuracy was 87.8% and speed was 3062.2 s; for the e-book, the average for reading accuracy was 88.2% and speed was 3240.6 s. Kang et al. concluded that participants took 178.4 s longer, on average, to read on the e-reader than the print book due to significantly higher eye fatigue attributed to the contrast and resolution of the display and their accustomed habit of reading the print books.

Unlike the previous studies, Siegenthaler et al. (2011) found that there was no difference in speed between reading in print form and on an e-reader with the e-reader providing even greater legibility in some situations. The researchers compared the reading behaviour of ten Swedish participants with a mean age of 42 using 6 different ereaders with *e-ink* technology and print. Each participant read one page (300 words) on the different e-readers, with the option to change font size, and the print book; their eye movements and fixations, when the eye stands still for a period of time, were recorded using an infrared-video eye tracking device. Reading speed, measured in words per minute, did not differ between the different e-readers and print book (188-220 words per minute). Reading time, calculated on the basis of time codes from eye movement recordings, showed that on printed paper the largest number of letters was covered, on average, in one fixation. Regressive saccades, the direction and distance between two consecutive fixations, for the e-reader and printed paper were similar indicating that participants did not have greater difficulty with reading on e-readers compared to printed paper. However, the duration of the fixations, the short period when visual information is extracted and cognitive processing is applied, was longer for the printed book than the ereaders, indicating that e-readers have better legibility than printed paper.

Reading Enjoyment

Recent studies show incongruent results on the impact of technology on reading enjoyment. Anderson (2012) reported that third grade students experienced reading as being more fun using the Kindle due to their ability to type notes in it, change the font, turn the pages more easily, carry lots of books, access books, and read different books. Similarly, Short (2010) discovered that reading on the computer was second grade students' most favored activity due to the words of praise on the computer when students passed a quiz, the ability to target the reading material to the contents of the activities in class, and the quick movement from one book to the next. However, Grimshaw et al. (2007) discovered no significant differences in elementary students' enjoyment between electronic and printed versions although the enjoyment ratings were higher for the e-texts with narration.

Unlike the previous studies in L1 elementary contexts, Lam et al. (2009) identified a negative impact on EFL university students' enjoyment of using e-readers in the two phases of their research. In the first two-week phase, one group of participants (n = 6) read e-books on a pocket personal computer (PPC) while another group (n = 4) read similar reading materials in paper format; in the second twelve-week phase of their study, 6 participants used PPCs to read e-texts of their choice as long as they were related to their disciplines. The interview data revealed that in the first phase, even though the novelty and portability of PPCs made it interesting, students found their eyes got tired when reading e-books, experienced limitations related to hardware and lighting issues, and related their enjoyment to the content of the e-text. A comparison of the survey results for both phases showed a decrease in the enjoyment of the e-book reading process between phase one (M = 4.0) and phase two (M = 2.7). Lam et al. concluded that "the more experience the students had with e-books, the less they found the technology enjoyable" (p. 39).

Extensive E-reading Programs

Extensive reading (ER) is not only fundamental for language development, as it allows students to meet the language in its natural context and get a sense of how grammatical patterns work, but also builds vocabulary, reading speed, automaticity, fluency, confidence, motivation, enjoyment and good reading habits (Extensive Reading Foundation, 2011). Lin (2010) and Huang (2012) examined the use of e-books on EFL junior high and university learners' perceptions and reading attitudes with the aim to enhance extensive reading programs (ERPs). A lack of research on the effects of e-books in English as a foreign language (EFL) ERPs prompted Lin to examine the effects of using e-books (or texts with multimedia support) in a 10-week ERP on EFL learners' English reading attitudes. For this purpose, Lin created an online collection of 140 multimedia supported e-books in a wide range of levels, genres and features, which he presented to students as a list. Students were asked to read four of these e-books per week (or more for active participants); once a week, they discussed the e-books read in the previous week. Participants (52 boys and 57 girls) were recruited from three ninth grade classes at a junior high school in Northern Taiwan. The students' mean vocabulary level was about 750 words, and most of them rarely engaged in any additional reading in English and were reluctant to do so. Lin gathered quantitative data (pre- and post reading attitude scales), which he analyzed by using a paired-sample t-test, and qualitative data (teacher's class notes, students' reading behaviours/responses, and spontaneous feedback). From the results of the pre- and post reading attitude scales, Lin identified four dimensions (utility, development, enjoyment, and escape) of e-book reading in which students showed positive attitudinal changes. The class notes and students' spontaneous feedback revealed the students' preferred e-books, and perceived English improvements and behavioural/attitudinal changes. For instance, the students' favorite e-books had interesting content, clear themes, morals, common sentence patterns, and oral reading/animation features. They perceived that their reading, writing, listening, and speaking improved simultaneously; they enjoyed reading e-books on their own time, became more confident and interested in reading in English, and thought that the reading experience was novel and exciting.

Huang's (2012) study was instigated by a lack of research on e-books in an EFL context. In order to investigate the effects of e-book reading on foreign language learning and teaching, the researcher created an online reading site (with student and teacher interfaces) to examine the students' perceptions of e-book reading in relation to the site's functions, the reading process, the learning effects, the strengths and weaknesses of the e-book reading program, as well as the integration of an e-book reading program into an EFL reading curriculum. The two-semester, year-long study had 67 participants (27 female and 40 male) who were first year students enrolled in an intermediate EFL reading course in a national university in northern Taiwan. All participants had studied English for six years and had an average score of 542 on the Test of English for International Communication (TOEIC). The students wrote in online

reading journals after finishing each book, took part in a discussion board, and took note of answers to their questions. The results showed that the students perceived online reading journals, discussion posts, and information about books as the best functions of the reading site, followed by the online dictionary, audio, and Kindle for PC functions, respectively. On a 26-item, 5-point Likert scale post-survey, students somewhat agreed (M = 3.04) that the content of the e-books was enjoyable; most chose e-books based on those read by their peers. Furthermore, the students believed that e-books were difficult to read (M = 2.90), and the e-book length was exessive (M = 2.87); over half of the students (especially those with lower proficiency) chose to procrastinate on their reading until the deadline approached. The students perceived that the e-book reading project had positive effects on their learning (M = 3.63), reading ability (M = 3.62), productive skills (M = 3.28), learning English (M = 3.52) and encouraging them to read more (M = 3.24). Surprisingly, students did not report the motivational effect of e-books (M = 3.09) or the interesting elements of e-book reading (M = 3.02) very high. In group interviews, students identified the strengths of the e-book reading program: e-books were convenient and environmentally friendly, they increased participants' reading speed, comprehension, and interest; participants cultivated new reading habits and gained new knowledge and a sense of achievement. Students identified weaknesses of the e-book program as: increased eye-strain, limited e-book selections, difficult downloading process, inadequate Internet access, and frequent distractions by other computer applications. For future reading programs, the students requested video previews, Chinese/English summaries, shorter and easier e-books, reading comprehension questions instead of writing summaries, uplifting e-book content, the inclusion of both paper and online reading, a

more flexible schedule, and an evaluation based on the total number of words rather than on the e-books read.

The Current Study

In recent years, there has been a significant amount of interest in the use of ereaders and their role in education. Most studies to date have focused on elementary, college/university, and English as a foreign language (EFL) environments; however, to my knowledge, no study has investigated the use of e-readers in an ESL context. The purposes of this study were to determine the impact of using portable e-readers for extensive reading on ESL learners' reading attitudes, behaviours and skills, and to ascertain the learners' and instructor's satisfaction with the use of the Sony e-readers and the extensive reading program. The following research questions were investigated:

- To what extent does the use of e-readers in an eight-week extensive e-reading program impact intermediate ESL learners' self-reported reading behaviours (frequency and volume)?
- 2. To what extent does the use of e-readers in an eight-week extensive e-reading program impact intermediate ESL learners' self-perceived gains in reading comprehension, vocabulary, speed and enjoyment?
- 3. How satisfied were the intermediate ESL learners with the eight-week extensive e-reading program (i.e., with the extensive e-reading program and the Sony e-reader training, and the selection of e-books)?
- 4. What are the advantages and disadvantages of using e-readers in an intermediate adult ESL e-reading program from both the students' and instructor's perspectives?

5. What are the recommendations for future use of e-readers in an intermediate adult ESL e-reading program from both the students' and instructor's perspectives?

Method

Participants

Adult ESL learners (7 men, 14 women) were recruited as participants from the ESL intensive program at NorQuest College in Edmonton. They ranged in age from 23 to 48 (M = 35), and came from a wide variety of countries and language backgrounds, among them China (3), Pakistan (2), Turkey (2), and Eritrea (2), and one from each of the following countries: Ethiopia, Central African Republic, Somalia, Syria, Iran, Burma, Vietnam, Algeria, Rwanda, Nigeria, Cambodia, and Peru. All participants reported having education in their native countries ranging from grade 10, high school (48%) to 7 years of university (52%). The participants had been in Canada between 11 months and 14 years, 9 months (M = 4 years, 4 months) and reported their length of ESL studies ranging from 0 to 2 years (M = 10 months). Twenty out of 21 participants had taken ESL courses at NorQuest College in the previous semester and were ongoing students.

The second language proficiency of the participants was not tested directly for this study although all students completed a Canadian Language Benchmarks (CLB) placement test prior to registering in ESL programs at NorQuest College. The participants were recruited from the Reading and Writing 700 class, and all were at a minimum CLB 7 level. At a reading Benchmark 7, an ESL student can "understand an expanding range of moderately complex texts in less predictable but relevant social, educational and work-related situations" (Centre for Canadian Language Benchmarks, 2012, p. 86). The majority of participants reported moderate to high proficiency in information technology (IT). Twenty participants chose to report their skills as moderate/high in the following areas: in creating word documents, 76%; in searching the Internet, 90%; and in downloading content, 65%. Of the 21 participants, only one had used an e-reader before this study.

Instruments

Pre-study Questionnaire on Extensive Reading. The paper-based pre-study questionnaire (see Appendix A) developed for this study included 25 questions and was divided into four sections: background information; reading behaviour in the last ESL course; reading improvements in the last ESL course; and satisfaction with the reading program, the training, and the selection of books in the last ESL course.

Weekly E-book Reading Record. The weekly record (see Appendix B) was divided into 7 sections each representing a day of the week (Monday to Sunday) where the participants logged the date, title of the e-book, author, completion of the e-book, the number of pages read, the amount of time spent reading, problems with the Sony ereader, and what worked well with the Sony e-reader. In the last part of the reading record, participants provided calculations and comments for the entire week including: the total number of e-books and pages read, the total number of minutes spent reading, and summaries of main problems and what worked well with the Sony e-reader.

Classroom Observation Field Notes. The instructor observed and took notes (see Appendix C) during the participants' weekly 20 minute silent reading period using the Sony e-reader, and also recorded participants' comments during the weekly group

discussions about the e-books read, the extensive e-reading program, and the Sony ereader.

Post-Questionnaire on the Eight-week Extensive E-reading Program. The online SurveyMonkey® post-questionnaire (see Appendix D) developed for this study included 14 questions and was divided into four sections: reading behavior; reading improvements made by using the Sony e-reader in the extensive e-reading program (EERP); satisfaction with the EERP, the e-reader training, selection of e-books, and the Sony e-reader; and recommendations.

Data Analysis

The pre-questionnaire and *weekly reading record* data, as well as the postquestionnaire SurveyMonkey® responses were downloaded to an Excel spreadsheet and analyzed using descriptive statistics (n, %, M, SD). The participants' open-ended responses and the researcher's observation field notes were (a) read thoroughly, (b) thematically coded, and then (c) quantified by calculating the number of similar answers. **Procedures**

Before the data collection began, the researcher selected and downloaded e-books on the class set of Sony e-readers. In order to determine a suitable level of graded ebooks for participants, the researcher administered the *Oxford Bookworms Level Test 1: Stage 3* (http://elt.oup.com/teachers/bookworms/leveltests). Oxford University Press (2013) recommends a pass mark of 80% for readers to be at an appropriate reading level; if the readers get below 80%, they should try a lower level (*Stage 2*), and if they score above 95%, they should try a higher level (*Stage 4*). For the *Stage 3* test, the participants' scores ranged from 53% to 93% (M = 74%). Based on the range of the test scores and to meet the needs of the lower and higher reading levels within the class, the researcher selected 2 e-books at *Stage 2*, 4 e-books at *Stage 3*, and 2 e-books at *Stage 4 for* the *ESLW 700 Extensive e-Reading e-Book List #1* (see Appendix E). These 8 e-books as well as their summaries were selected from the Oxford University Press graded e-book list (http://elt.oup.com/feature/global/ebooks). Using the same procedure, the researcher created *List #2* and *List #3* (see Appendix E) each containing 6 e-books to be sequentially downloaded for participants reading faster and requiring more e-books.

A multistep process was used to download the 8 e-books on *List #1* to each of the Sony e-readers. The Sony® Reader Library software and an Adobe® Digital Editions (ADE) application, requiring the creation of an Adobe® ID, were first installed on a PC. Next, authorization of the Sony e-reader using the Adobe® ID and of the Sony® Library software allowed Kobo® e-books, which are protected by Digital Rights Management (DRM), to be transferred to 6 non-Kobo devices. *List #1* e-books were purchased at a cost of CDN \$ 7.69 each from the Kobo® Bookstore (http://www.kobobooks.com) and downloaded in Adobe DRM electronic publication (EPUB) format to the Sony® Reader Library. Individually, six Sony e-readers were connected to the PC using a USB cable to download the e-books from the Sony® Reader Library. This process was repeated 4 times in order to preload 24 e-readers (the actual number of participants was unknown at this stage in the research).

Because the relationship of the researcher to the participants was that of instructor, the researcher had a colleague, the Academic Advisor at NorQuest College, recruit participants from the ESL Reading and Writing 700 course she was teaching in order to maintain participants' autonomy and confidentiality. During class time, the participants were clearly informed that they were required to take part in the EERP as part of the course, but they were not required to take part in the study. In addition, the background, purpose, benefits, risks, and procedures of the research, as well as the right to withdraw from the study without penalty, were explained to the participants both orally and in writing (see Appendix F). After the assistant had obtained their consent, she gave each participant an identification number to ensure the participants' anonymity, and administered the pre-study questionnaire (see Appendix A). Even though there was 100% participation rate, the researcher had no knowledge of who agreed to participate until the culmination of the study.

After a briefing by the NorQuest Library staff about the borrowing and care procedures of the Sony e-readers preloaded with *List #1*, each participant signed out a device for the duration of the eight-week study. In the subsequent class, the researcher introduced the participants to the Extensive E-reading Program (EERP) by explaining extensive reading, as well as the objectives, duration, and activities of the program (see Appendix G). The *Stage 2* e-book, *Dead Man's Island*, was used to demonstrate the use and features of the Sony e-readers (see Appendix H).

After the introductory session, the participants were encouraged, not required, to read at least one e-book per week; meanwhile, they also filled out the *weekly reading record*, and handed it in following their peer discussions every week. The participants were not graded on any activities. At the end of the eight-week intervention, participants completed the online SurveyMonkey® post-questionnaire on the eight-week EERP during their scheduled computer lab.

Results and Discussion

The results of this study are discussed sequentially by research question. For the discussion of results, only common patterns and inconsistencies are documented. Research question 1: To what extent does the use of e-readers in an eight week extensive reading program impact intermediate ESL learners' self-reported reading behaviours (frequency and volume?)

When asked if they took part in an extensive reading program (ERP) in the last month of their previous ESL course, less than half of the participants (43%) reported that they had. This finding reveals that the teachers' focus may have been on intensive reading rather than ER, or pre-selected novel studies including multiple intensive reading activities. In both cases, ESL students are not engaging in pure ER, which is considered *extensive* only when the learners are reading self-selected books quickly and enjoyably with high levels of comprehension, and without the need for a dictionary (Waring, 2009). Thus, ESL teachers should incorporate ER in their classes and be explicit in explaining ER and its benefits to language development. The 57% of participants who responded that they had not taken part in an ERP were asked to exit the questionnaire after question 3, in Part B of the pre-study questionnaire; therefore, only 47% of participants (100%) took part in the EERP using the Sony e-readers.



Figure 1. Number of books read in the last month of the previous ESL course. Participants read a total of 23 (M = 1.09) books in their last ESL course.



Figure 2. Number of e-books read in the eight-week extensive e-reading program. Participants read a total of 242.5 (M = 11.55) e-books in the EERP.

As illustrated in Figures 1 and 2, participants read fewer books in the four weeks of the previous ESL course (M = 1.09) than the eight-week EERP (M = 11.55).



Figure 3. Number of pages read in the last month of the previous ESL course. Participants read a total of 1,230 (M = 58.57) pages in their last ESL course.



Figure 4. Number of pages read in the eight-week extensive e-reading program. Participants read a total of 13,407 (M = 638.43) pages in the EERP.

Figures 3 and 4 also show a major increase in volume from the pages read in the four weeks of their previous ESL course (M = 58.57) to the pages read in the eight-week EERP (M = 638.43).



Figure 5. Number of minutes spent reading in the last month of the previous ESL course. Participants read a total of 1,230 m (M = 58.57) in their last ESL course.



Figure 6. Number of minutes spent reading in the eight-week extensive e-reading program. Participants read a total of 24,067 m (M = 1,146) in the EERP.

In figures 6 and 7, a considerable increase in reading frequency is illustrated by

the difference between the minutes spent reading in the previous four weeks in their ESL

course (M = 58.57) and the minutes spent reading in the eight-weeks EERP (M = 1,146).

Table 1

ESL Learners' Self-reported Reading Behaviours (frequency and volume) in the Last Month of the Previous ESL Course (n = 13)

During the last month of my ESL course, reading books has	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
increased						
the number of times I read (i.e., how often I read)	0.0	15.4	76.9	7.7	2.92	0.49
Note. Questionnaire scale	e: $1 = \text{strongly}$	/ disagree, 2 =	= disagree	a, 3 = agree, 4	4 = strongly	7
agree.						

Table 2

ESL Learners' Self-reported Reading Behaviours (frequency and volume) in the Eight-Week Extensive E-reading Program (n = 21)

During the last eight- weeks, reading e-books on the Sony e-reader has increased	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
the number of times I read (i.e., how often I read)	0.0	0.0	43	47	3.57	0.51

Note. Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

When participants (n = 13) were asked to self-report if reading books in the ERP

increased the number of times they had read in the previous ESL course (see Table 1),

over three quarters (76.9%) agreed, 7.7% strongly agreed, and 15.4% disagreed. When

participants (n = 21) were asked to self-report if reading e-books using the Sony e-reader increased the number of times they read in the eight-week EERP (see Table 2), no participants disagreed; the percentage of participants who agreed (43%) was similar to the percentage of those who strongly agreed (47%). Compared with the ERP results, the EERP results indicate that considerably more students strongly agreed that the use of Sony e-readers impacted their reading frequency.

These findings are consistent with Anderson's (2012), who asserted that the use of e-readers increased frequency and volume as a result of decreased distractions made by the rustling of papers during independent reading; the ease of holding e-readers; access to various e-books; and opportunities to read any time, to re-read prior texts, to continue reading new texts, to choose different texts, and to discuss e-books with peers.

Research question 2: To what extent does the use of e-readers in an eight week extensive reading program impact intermediate ESL learners' self-perceived gains in reading comprehension, vocabulary, speed and enjoyment?

The students' responses regarding their self-perceived gains in the last month of the previous ESL course and in the eight-week EERP are summarized in Tables 3 and 4, respectively.

Table 3

ESL Learners	' Self-perceived	Gains in the	Last Month	of the Previous	ESL Course
(n = 13)					

During the last month of my ESL course, reading books has increased	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
my understanding of what I read.	0.0	0.0	92	8	3.07	0.27
the number of words I know.	0.0	0.0	92	8	3.07	0.27
my enjoyment of reading.	7.7	7.7	53.8	30.7	3.07	0.86
my reading speed.	0.0	30.8	61.5	7.7	2.76	0.59

Note. Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

Table 4

ESL Learners' Self-perceived Gains in the Eight-week Extensive E-reading Program (n = 21)

During the last eight weeks, reading books on the Sony e-reader has increased	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
my enjoyment of reading.	0.0	0.0	19.0	81.0	3.80	0.40
the number of words I know.	0.0	0.0	38.0	62.0	3.62	0.49
my reading speed.	0.0	4.8	47.6	47.6	3.42	0.59
my understanding of what I read.	0.0	4.2	52.4	42.9	3.38	0.59

Note. Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

Among the participants' perceptions of gains made in the previous ERP, the highest gains were in comprehension and vocabulary (M = 3.07, SD = 0.27), and the lowest gains were in reading speed (M = 2.76, SD = 0.59); however, regarding the respondents' views of improvements made in the EERP, the highest gains were in enjoyment (M = 3.80, SD = 0.40), and the lowest gains were in comprehension (M = 3.38, SD = 0.59) even though this was still higher than the ERP (M = 3.07, SD = 0.27).

High gains in reading enjoyment in the EERP by using the Sony e-readers may be attributed to the participants' capacity to type notes, change the font, easily turn the pages, have lots of books, access books, read different books, and quickly move from one book to the next (Anderson, 2012; Short, 2010). However, as most participants had never used an e-reader before this study, there is a likelihood that with a decrease in novelty, there would be a decrease in enjoyment (Lam et al., 2009). Researchers (Connel et al., 2012; Grimshaw et al., 2007; Jones & Brown, 2011) found no effect on reading comprehension between printed and electronic texts (except for findings of higher reading comprehension of e-texts including narration and interesting content).

All mean responses for the participants' previous ERP self-perceived gains in comprehension (M = 3.07), vocabulary (M = 3.07), enjoyment (M = 3.07), and speed (M = 2.76), were lower than the mean responses given for the eight-week EERP, comprehension (M = 3.38), vocabulary (M = 3.62), enjoyment (M = 3.80), and speed (M = 3.42). These findings indicate that, overall, participants perceived greater gains in comprehension, vocabulary, enjoyment and speed in the EERP than in their previous ERP.

Research question 3: How satisfied were the intermediate ESL learners with the eight-

week extensive e-reading program (i.e., with the extensive e-reading program and the

Sony e-reader training, and the selection of e-books)?

Table 5

	п	Disagree and Strongly Disagree (%)	Agree and Strongly Agree (%)	Not Applicable (%)	Mean	SD
The extensive reading program was clearly defined.	12	0.0	91.7	8.3	3.33	0.65
The extensive reading program was enjoyable.	12	8.3	91.7	0.0	3.33	0.65
The extensive reading program allowed me to choose books I like to read.	12	25.0	58.4	16.6	3.33	1.07
There was a wide selection of topics for me to choose from.	11	27.3	72.7	0.0	2.90	0.70
The extensive reading training was clear.	11	0.0	100.0	0.0	3.00	0.00
The extensive reading training captured my interest.	11	9.1	90.9	0.0	3.00	0.45
The extensive reading program helped me to meet my personal reading goals.	11	9.1	81.8	9.1	3.27	0.79

ESL Learners' Satisfaction with the Extensive Reading Program and Training in the Last Month of the Previous ESL Course

Note. Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = not applicable.

Table 6

	п	Disagree and Strongly Disagree (%)	Agree and Strongly Agree (%)	Not Applicable (%)	Mean	SD
The extensive e- reading program was	21	0.0	100.0	0.0	3.57	0.51
clearly defined. The extensive e- reading program was enjoyable.	20	0.0	100.0	0.0	3.60	0.50
The extensive e- reading program allowed me to choose books I like to read.	19	21.0	73.7	5.3	3.05	0.78
There was a wide selection of topics for me to choose from.	21	28.6	71.4	0.0	2.70	0.46
The Sony e-reader training was clear.	21	0.0	100.0	0.0	3.43	0.51
The Sony e-reader training captured my interest.	21	4.8	95.2	0.0	3.38	0.59
The extensive e- reading program helped me to meet my personal reading goals.	21	0.0	100.0	0.0	3.52	0.51

ESL Learners' Satisfaction with the Extensive E-reading Program and the Sony E-reader Training in the Eight-week Extensive E-reading Program

Note. Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree, 5 = not applicable.

Participants' responses to the questions on their satisfaction with the extensive reading program and training in both their previous ERP and the EERP are summarized in Tables 5 and 6. Respondents agreed that the ERP was clearly defined and enjoyable (M = 3.33, SD = 0.65 for both). However, they strongly agreed that the EERP was
clearly defined and enjoyable (M = 3.57, SD = 0.51; M = 3.60, SD = 0.50, respectively). As in Lin's (2010) and Huang's (2012) research, effective planning has been found to increase enjoyment; the participants in the current study may have considered the EERP clearly defined because it was highly structured (i.e., it was comprised of teacher-created e-book lists, explicit instruction about ER and the Sony e-readers, fixed weekly records, independent reading, and peer discussions). However, an EERP incorporating teacher-created e-book lists reduces the students' choice in self-selecting topics; the means for satisfaction with the selection of topics in both the ERP, (M = 2.90, SD = 0.70), and the EERP, (M = 2.70, SD = 0.46) were relatively low. As shown in Tables 7 and 8, the difference between the participants' enjoyment of peer discussions in the previous ERP, (M = 2.70, SD = 1.06), and the current EERP, (M = 3.33, SD = 0.66), suggests that student choice can be enhanced by regularly scheduled weekly peer discussions about the e-books read because it enables students to select e-books based on those read by their peers (Huang, 2012).

Table 7

	Not at all enjoyable (%)	Not very enjoyable (%)	Somewhat enjoyable (%)	Very enjoyable (%)	Mean	SD
During the last month in your ESL course, how enjoyable were the discussions you had about books with your classmates?	20	10	50	20	2.70	1.06

ESL Learners' Enjoyment of Peer Book Discussions in the Last Month of the Previous ESL Course (n = 13)

Note. Questionnaire scale: 1 = not at all enjoyable, 2 = not very enjoyable, 3 = somewhat enjoyable, 4 = very enjoyable.

	Not at all enjoyable (%)	Not very enjoyable (%)	Somewhat enjoyable (%)	Very enjoyable (%)	Mean	SD
During the last eight weeks, how enjoyable were the discussions you had about e-books with your classmates?	0.0	9.5	47.6	42.9	3.33	0.66

ESL Learners' Enjoyment of Peer Book Discussions in the Eight-week Extensive E-Reading Program (n = 13)

Note. Questionnaire scale: 1 = not at all enjoyable, 2 = not very enjoyable, 3 = somewhat enjoyable, 4 = very enjoyable.

Research question 4: What are the advantages and disadvantages of using e-readers in an intermediate adult ESL e-reading program from both the students' and instructor's perspectives?

The results related to the participants' perceptions of advantages and disadvantages of using the Sony e-readers are displayed in Tables 9 and 10. Among the listed advantages, the highest percentages were for e-readers being easy to carry (95%) and environmentally friendly (86%). The highest percentages for disadvantages were for the participants' restriction of using Wi-Fi to download books (62%), and inability to read in dark places because *e-ink* technology imitates the appearance and contrast of ordinary ink on paper (57%). However, as shown in Table 10, no participants found that e-readers caused eye-fatigue; these findings are inconsistent with prior research (Lam et al., 2009; Kang et al., 2009) showing higher eye fatigue attributed to the contrast and resolution of the display.

ESL Learners' Perspectives on the Advantages of Using the Sony E-reader (n = 21)

I like using the Sony e-reader because	Percentage
it is easy to carry	95%
it is environmentally friendly	86%
it helps me to increase my understanding	81%
and vocabulary	
it helps me to increase my speed	81%
I don't have to travel to the library	76%
it is easy to navigate	67%
there are many books available	57%
it makes reading more enjoyable	57%

Table 10

ESL Learners' Perspectives on the Disadvantages of Using the Sony E-reader (n = 21)

I dislike using the Sony e-reader because	Percentage
I felt restricted by not using Wi-Fi	62%
I had problems reading in dark places	57%
some features did not work properly	10%
I was confused about operating the features	10%
the battery ran out, and I had nowhere to	10%
charge it	
it caused my eyes to tire more so than when	0%
I read a paper-based book	

Overall, as shown in Tables 11 and 12, participants were generally very satisfied with using the Sony e-reader (M = 3.50), and they preferred to read books on an e-reader rather than in paper-form (M = 3.43); only one student disagreed indicating that s/he would rather read books in paper format.

	Very Unsatisfied (%)	Unsatisfied (%)	Satisfied (%)	Very Satisfied (%)	Mean	SD
I would rate my overall satisfaction with the Sony e- reader as:	0.0	0.0	50	50	3.50	0.51

ESL Learners' Satisfaction with the Sony E-reader (n = 20)

Note. Questionnaire scale: 1 = very unsatisfied, 2 = unsatisfied, 3 = satisfied, 4 = very satisfied.

Table 12

ESL Learners' Preference to Read E-books on an E-reader (n = 20)

	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)	Mean	SD
I prefer to read books on an e- reader rather than in paper-based format.	0.0	4.8	47.6	47.6	3.43	0.60

Note. Questionnaire scale: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree.

Research question 5: What are the recommendations for future use of e-readers in an intermediate adult ESL program from both the students' and instructor's perspectives?

The last question in the post-study questionnaire asked participants to provide recommendations for future use of e-readers in EERPs. Their responses were categorized into three categories and several themes as shown in Table 13.

<i>Participants</i>	'Recommendations	for	Using 2	Sony E	E-readers i	in Future	EERPs	(n = 21))

Recommendations	%	Detailed Themes
for		
e-reader training	24	- longer training
	19	- train how to download books
	14	- keep the same training
	10	- more detailed training about specific functions
	10	- train how to use Wi-Fi
	5	- provide a short manual
using e-readers	38	- keep the same use of e-readers
	19	- provide a light
	14	- no pressure to use e-readers
	10	- allow to use Wi-Fi
	5	- give more time to use e-readers in class
	5	- include narration features
selecting e-books	38	- students should select their own e-books
	33	- e-book lists should contain a large selection
	14	- students should be trained how to select e-books
	14	- the same method for selecting e-books

As shown in Table 13, the participants made a number of suggestions for future EERPs. As well, the researcher's classroom observation field notes mainly collected during the participants' weekly 20-minute silent reading period and peer discussions revealed parallel recommendations to the participants' responses.

For future training of e-readers, participants advocated for a longer preparation period (24%), and recommended the development of instructions for downloading books (19%). In this study, a longer preparation period was not required because participants did not use Wi-Fi to download their own e-books because the researcher purchased the ebooks and pre-loaded the e-readers. As such, only the most basic training on how to use the e-reader (see Appendix H) was provided. In future EERPs, if Wi-Fi is used, then longer training will be required to instruct students how to download their own e-books. Several participants (38%) approved of how they used the e-readers in this study (i.e., they were given 20-minutes of class time per week to read using the e-reader, and used the e-reader at their convenience the remainder of the time); they recommended the same type of use for e-readers in future EERPs. As shown in Table 9, 95% of participants considered e-readers easy to carry, which provided them with the flexibility to read in various places on their own time. However, some participants (19%) experienced difficulties reading in darker places and suggested the provision of a light attachment or an option to brighten the e-reader display for future EERPs. Surprisingly, even though a light attachment was offered, most participants refused using one; this suggests that the current light attachments are cumbersome and reduce the ease of using e-readers.

Participants' choice of e-books is important for building their reading confidence, ability and enjoyment, and promoting the virtuous circle of the good reader: enjoys reading, reads more, understands better, and reads faster (The Extensive Reading Foundation, 2011). Therefore, for future EERPs, 38% of the participants in this study recommended self-selection of e-books, and if e-book lists are created, 33% said the lists should contain a large selection. Although an extensive level appropriate e-book list in paper-form of approximately 50 titles on various topics and including summaries would enable students to select their e-book preferences before the instructor downloads the ebooks on the e-readers, an increase in the instructor's workload and time, as well as an increase in e-book cost would make this unfeasible.

Conclusion

The findings from this study provide evidence of the impact of using portable ereaders in an extensive reading program on ESL learners' reading attitudes, behaviours, and skills, and the learners' and instructor's satisfaction with the use of the Sony ereaders and the extensive reading program; however, they do not distinguish between the impact of the EERP as a whole and the e-readers themselves. Results indicate that participating in the EERP increased the participants' frequency and volume of reading, which corresponded to their views that reading e-books using the Sony e-reader in the EERP increased the number of times they read over the eight-week period. Although participants perceived greater gains overall in reading comprehension, vocabulary, enjoyment, and speed by using the Sony e-reader in the EERP than in their previous ESL course, the participants reported the highest gains in enjoyment and the lowest gains in comprehension. An increase in enjoyment may have been a result of the participants' capacity to type notes, change the font, easily turn the pages, access many e-books, read different e-books, and quickly move from one e-book to the next. Less improvement in comprehension may have been caused by the participants' unfamiliarity with reading on the Sony e-reader, which may have reduced concentration and increased content processing time. The participants reported high satisfaction with the EERP because it was clearly defined and enjoyable, but less satisfaction with the selection of topics. In terms of using the Sony e-readers, being easy to carry and environmentally friendly were the main advantages noted, while restriction on the use of Wi-Fi and inability to read in dark places were the main disadvantages. In general, participants were highly satisfied with using the Sony e-reader and preferred to read e-books on an e-reader rather than in

paper-form. For future EERPs, the instructor and the participants recommended a longer e-reader preparation period, instructions on downloading e-books, the same type of ereader use, self selection of e-books, and e-book lists that contain a larger selection.

Limitations and Further Research

In the process of this study, some limitations and implications for future research emerged. Because this study was based on self-report and the findings represent the views of the participants, further empirical investigation is needed to triangulate the results using additional measures. To examine the impact of e-reader use on reading skill improvements, future experiments should be designed using both an EERP experimental group and an ERP control group, and multiple standardized reading measures. Another limitation of the current study was the short time involved in implementing the EERP. The span of eight weeks may be long enough to detect some impacts of using e-readers in EERPs; however, a longitudinal study would show whether these effects will be sustained after the novelty of using e-readers diminishes, and whether student enjoyment is reduced over time. It would also be desirable to investigate the use of e-readers by designing EERPs that have a wider range of e-books in terms of genres, difficulty, topics, language focus and features. Finally, it would also be sensible to replicate this study with ESL participants at different CLB levels.

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Appendix A

Pre-Study Questionnaire on Extensive Reading

There are four parts to this questionnaire. Please answer the questions carefully. It should take you approximately 15 minutes.

Part A: Background Information

1. Age:	
2. Sex: Male 🗆 Female 🗖	
3. a) Home country:	
b) First Language:	
4. For how many years have you lived in English-speaking Canada? (please specify))
year(s) month(s)	
5. What is your highest level of education (<i>please check</i> ✓ <i>only one</i>)?	
□ less than high school (<i>if you checked this box, please indicate the number years</i>	of
you have completed)	
□ high school	
university (if you checked this box, please indicate the number of years	
you have completed)	
6. For how long have you taken (ESL) classes in Canada?	
full time year(s) month(s)	
part time year(s) month(s)	

7. How would you rate your computer skills in the following areas?

	No Proficiency	Low Proficiency	Moderate Proficiency	High Proficiency
creating word documents				
searching the Internet				
downloading content (e.g.,				
music,				
e-books, documents)				

8. Do you use an e-reader for reading e-books?

- □ Yes
- \square No (*if No, please go to Part B*)

9. For how long have you used an e-reader for reading e-books? (please specify)

_____ year(s) _____ month(s)

10. What type of e-reader do you most often use for reading e-books?

(Check ✓ one)

- □ Kindle
- 🗖 Kobo
- \Box Nook
- □ Sony

□ Other (*please specify*): _____

11. How many **minutes** did you spend reading each week using the e-reader? (*please specify*)

_____ minutes

Part B: Reading behaviour in your last ESL course

Extensive reading means reading many books and understanding the meaning. This section of

the questionnaire will ask you about your **extensive reading** behaviour in <u>the last month</u> of

your **previous** ESL course.

1. What ESL course(s) did you take last semester (September to December, 2012)?

2. Where did you take ESL course(s) last semester? (e.g., NorQuest, Grant MacEwan)

An *extensive reading program* is guided by the teacher.

3. In your last ESL course, did you take part in an extensive reading program?

□ Yes

□ No (*if No, please exit the questionnaire*)

4. During the last month in your ESL course, how many **books** did you read in the extensive

reading program?

_____ books

5. During the last month in your ESL course, how many **pages** did you read in the extensive

reading program?

_____ pages

6. During the last month in your ESL course, how many **minutes** per **one** week did you spend

reading books in the extensive reading program?

_____ minutes

Part C: Reading improvements in the last ESL course

1. Below are a series of statements about reading books as part of the extensive reading program

over the last month of your ESL course. (*please check* ✓ *accordingly on the scale*)

During the last month in my ESL course,

reading books has increased ...

	Strongly	Disagree	Agree	Strongly
	Disagree			Agree
1. the number of times I read (i.e., how				
often I read)				
2. my understanding of what I read.				
3. the number of words I know.				
4. my reading speed.				
5. my enjoyment of reading.				

Part D: Satisfaction with the reading program, the training and selection of books

1. Below are some statements about the extensive reading program, the training and the

selection of books you received for extensive reading **in the last month** of your ESL course.

(*Please check* ✓)

	Strongly	Disagree	Agree	Strongly	Not Applicable
The extensive reading	Disagree			Agree	Applicable
program was clearly defined.					
The extensive reading					
program was enjoyable.					
The extensive reading					
program allowed me to choose					
books I like to read.					

There was a wide selection of			
topics for me to choose from.			
The extensive reading training			
was clear.			
The extensive reading training			
captured my interest.			
The extensive reading			
program helped me to meet my			
personal reading goals.			

2. During the last month in my ESL course, I was given opportunities to discuss the books with

my classmates.

- □ Yes (*if Yes*, *please answer question 3*)
- □ No (*if No, please exit the questionnaire*)

	Not at all enjoyable	Not very enjoyable	Somewhat enjoyable	Very enjoyable
3. During the last month in your ESL				
course, how enjoyable were the				
discussions you had about books with				
your classmates?				

Appendix B

Weekly E-book Reading Record

<u>Monday</u>	<u>Tuesday</u>
Date:	Date:
Title of Book:	Title of Book:
Author:	Author:
Did you finish the book? Yes No Number of pages read: pages Amount of time spent reading: minutes Problems with the Sony e-reader:	Did you finish the book? Did you finish the book? Yes No Number of pages read: pages Amount of time spent reading: minutes Problems with the e-reader: What worked well with the Sony e-
What worked well with the Sony e- reader:	reader:

<u>Wednesday</u>	<u>Thursday</u>
Date:	Date:
Title of Book:	Title of Book:
Author:	Author:
Did you finish the book? Yes No Number of pages read: pages Amount of time spent reading: minutes Problems with the Sony e-reader:	Did you finish the book? Did you finish the book? Did Yes Do No Number of pages read: pages Amount of time spent reading: minutes Problems with the Sony e-reader:
What worked well with the Sony e- reader:	What worked well with the Sony e- reader:

<u>Friday</u>	<u>Saturday</u>
Date:	Date:
Title of Book:	Title of Book:
Author:	Author:
Did you finish the book? Yes No Number of pages read: pages Amount of time spent reading: minutes Problems with the Sony e-reader:	Did you finish the book? Yes No Number of pages read: pages Amount of time spent reading: minutes Problems with the Sony e-reader:
What worked well with the Sony- reader:	What worked well with the Sony e-reader:

<u>Sunday</u> Date:	Total number of books read this week: book(s)
Title of Book:	Total number of pages read this week:
Author:	pages
	Total minutes spent reading this week:
Did you finish the book?	minutes
□ Yes □ No	
Number of pages read:	Summary of main problems
pages Amount of time spent reading:	with the Sony e-reader:
minutes	
Problems with the Sony e-reader:	
What worked well with the Sony e- reader:	Summary of what worked well with the Sony e-reader:

Appendix C

Classroom Observation Field Notes Weekly Sustained Silent Reading Activity

Week #	Date :	, 2013	
Number of participants:	Length:	minutes	

	Notes
Descriptions of	
Student Comments/Questions about the extensive e-reading program and Sony e-reader	
Problems with the extensive e-reading program and Sony e-reader	
What worked well with the extensive e-reading program and with the Sony e-reader	

Appendix D

Post-Questionnaire on the eight week extensive e-reading program using the Sony ereader

There are four parts to this questionnaire. Please take your time to answer the questions carefully. It should take you approximately 15 minutes to complete.

Part A: Reading Behaviour

An *extensive e-reading program* is guided by the teacher.

1. During the last eight weeks, how many e-books did you read in the extensive reading

program?

_____e-books

2. During the last eight weeks, how many **pages** did you read using the Sony e-reader in the

extensive e-reading program?

_____ pages

3. During the last eight weeks, how many minutes did you spend reading e-books

using the Sony e-reader in the extensive e-reading program?

_____ minutes

4. How would you rate your Sony e-reader skills in the following areas?

	No Proficiency	Low Proficiency	Moderate Proficiency	High Proficiency
navigating pages				
creating bookmarks				
changing the font				
using handwriting				
using highlighting				
using the dictionary				

Part B: Reading Improvements made by using the Sony e-reader

1. Below are a series of statements about using the Sony e-reader for reading e-books during

the last eight weeks in the extensive e-reading program.

(please check ✓ accordingly on the scale)

During the last eight weeks, reading e-books

on the Sony e-reader has increased ...

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. the number of times I read (i.e., how				
often I read).				
2. my understanding of what I read.				
3. the number of words I know.				
4. my reading speed.				
5. my enjoyment of reading.				

<u>Part C: Satisfaction with the extensive e-reading program, the e-reader training, selection of e-books and the Sony e-reader</u>

1. Below are some statements about the extensive e-reading program, the e-reader training, the

selection of e-books, and the Sony e-reader in the last eight weeks in the extensive e-reading

program. (*Please check* ✓)

	Strongly	Disagree	Agree	Strongly	Not
	Disagree			Agree	Applicable
The extensive e-reading					
program was clearly defined.					
The extensive e-reading					

program was enjoyable.			
The extensive e-reading			
program allowed me to choose			
books I like to read.			
There was a wide selection of			
topics for me to choose from.			
The Sony e-reader training			
was clear.			
The Sony e-reader training			
captured my interest.			
The extensive e-reading			
program helped me to meet my			
personal reading goals.			

	Not at all	Not very	Somewhat	Very
	enjoyable	enjoyable	enjoyable	enjoyable
2. During the last eight weeks, how				
enjoyable were the discussions you had				
about e-books with your classmates?				

3. What did you **like** about using the Sony e-reader? (*Please check* ✓ all that apply)

I **like** using the Sony e-reader because....

- _____ it helps me to increase my understanding and vocabulary
- _____ it helps me to increase my speed
- _____ it is easy to navigate
- _____ I don't have to travel to the library
- _____ there are many books available
- _____ it is easy to carry

_____ it is environmentally friendly

_____ it makes reading more enjoyable than reading a paper-based version

- _____ other (*please specify*): ______
- 4. What did you **dislike** about using the Sony e-reader? (*Please check* ✓ all that apply)

I **dislike** using the Sony e-reader because....

- _____ I had problems reading in dark places
- _____ some features did not work properly
- _____ I was confused about operating the features
- _____ I felt restricted by not using Wi-Fi
- _____ it caused my eyes to tire more so than when I read a paper-based book

_____ the battery ran out, and I had nowhere to charge it

_____ other (*please specify*): ______

	Very	Unsatisfied	Satisfied	Very
	Unsatisfied			Satisfied
5. I would rate my overall satisfaction				
with the Sony e-reader as:				

	Strongly Disagree	Disagree	Agree	Strongly Agree
6. I prefer to read books on an e-reader				
rather than in paper-based format.				

Part D: Recommendations

1. For future use of e-readers in extensive e-reading programs, what would you recommend?

For e-reader training:

For using e-readers:

For selecting e-books:

Appendix E

ESLW 700 Extensive e-Reading e-Book List #1 (Oxford Bookworms)

1. Dead Man's Island

STAGE 2 - Thriller & Adventure

Mr. Ross lives on an island where no visitors come. He stops people from taking photographs of him. He is young and rich, but he looks sad. And there is one room in his house which is always locked.

Carol Sanders and her mother come to the island to work for Mr. Ross. Carol soon decides that there is something very strange about Mr. Ross. Where did he get his money from? How can a young man buy an island? So she watches, and she listens - and one night she learns what is behind the locked door.

2. The Love of a King

STAGE 2 - True Stories

All he wanted to do was to marry the woman he loved. But his country said 'No!' He was Edward VIII, King of Great Britain, King of India, King of Australia, and King of thirty-nine other countries. And he loved the wrong woman.

She was beautiful and she loved him - but she was already married to another man. It was a love story that shook the world. The King had to choose: to be King, or to have love . . . and leave his country, never to return 64 pages

3. The Bronte Story

STAGE 3 - True Stories

On a September day in 1821, in the church of a Yorkshire village, a man and six children stood around a grave. They were burying a woman: the man's wife, the children's mother. The children were all very young, and within a few years the two oldest were dead, too. Close to the wild beauty of the Yorkshire moors, the father brought up his young family. Who had heard of the Brontës of Haworth then? Branwell died young, but his sisters became famous writers.

But they did not live to grow old or to enjoy their fame. Only their father was left, alone with his memories.

STAGE 3 - Classics

Life is always hard for the poor, in any place and at any time. Ethan Frome is a farmer in Massachusetts. He works long hours every day, but his farm makes very little money. His wife, Zeena, is a thin, grey woman, always complaining, and only interested in her own ill health. Then Mattie Silver, a young cousin, comes to live with the Fromes, to help Zeena and do the housework. Her bright smile and laughing voice bring light and hope

^{4.} Ethan Frome

into the Fromes' house - and into Ethan's lonely life. But poverty is a prison from which few people escape . . .

5. Justice

STAGE 3 - Thriller & Adventure London: November.

Terrorists blow up the Queen's coach outside Parliament. The Queen escapes, but five people are killed, and forty others badly hurt - ordinary, innocent people, like Alan Cole, the Queen's coachman, who loses his leg in the bombing. And for Alan and his daughter Jane there is more terror to come, in the search for the truth behind the bombing. Will the terrorists be caught and brought to justice?

But what kind of justice? What can give Alan Cole his leg back, or give life back to people who have been blown to pieces by a bomb?

6. The Secret Garden

STAGE 3 - Human Interest

Little Mary Lennox is a bad-tempered, disagreeable child. When her parents die in India, she is sent back to England to live with her uncle in a big, lonely, old house. There is nothing to do all day except walk in the gardens - and watch the robin flying over the high walls of the secret garden . . . which has been locked for ten years. And no one has the key.

7. The Hound of the Baskervilles

STAGE 4 - Crime & Mystery

Dartmoor. A wild, wet place in the south-west of England. A place where it is easy to get lost, and to fall into the soft green earth which can pull the strongest man down to his death.

A man is running for his life. Behind him comes an enormous dog - a dog from his worst dreams, a dog from hell. Between him and a terrible death stands only one person - the greatest detective of all time, Sherlock Holmes.

But what if a thief should come in the night and take his gold away? What will Silas do then? What could possibly comfort him for the loss of his only friend?

^{8.} Silas Marner

STAGE 4 - Classics

In a hole under the floorboards Silas Marner the linen-weaver keeps his gold. Every day he works hard at his weaving, and every night he takes the gold out and holds the bright coins lovingly, feeling them and counting them again and again. The villagers are afraid of him and he has no family, no friends. Only the gold is his friend, his delight, his reason for living.

ESLW 700 Extensive e-Reading List #2 (Oxford Bookworms)

1. Kidnapped

The Adventures of David Balfour in the Year 1751

Robert Louis Stevenson

Retold by Clare West

STAGE 3 - Thriller & Adventure

'I ran to the side of the ship. "Help, help! Murder!" I screamed, and my uncle slowly turned to look at me. I did not see any more. Already strong hands were pulling me away. Then something hit my head; I saw a great flash of fire, and fell to the ground . . .' And so begin David Balfour's adventures. He is kidnapped, taken to sea, and meets many dangers. He also meets a friend, Alan Breck. But Alan is in danger himself, on the run from the English army across the wild Highlands of Scotland . . .

Tim Vicary

STAGE 3 - Thriller & Adventure

When a large plane is hijacked, the Prime Minister looks at the list of passengers and suddenly becomes very, very frightened.

There is a name on the list that the Prime Minister knows very well - too well. There is someone on that plane who will soon be dead - if the hijackers can find out who he is! And there isn't much time. One man lies dead on the runway. In a few minutes the hijackers will use their guns again. And the Prime Minister knows who they are going to kill.

3. The Card Arnold Bennett

Retold by Nick Bullard

STAGE 3 - Human Interest

Every town should have a 'card' - someone who gets talked about, someone who does mad and wonderful things, someone who makes you laugh.

Bursley in the Five Towns has a 'card': Edward Henry Machin (Denry for short). Denry begins life in a poor little house where the rent is twenty-three pence a week. But before he's thirty, he's made a lot of money, and had more adventures than you and I have had hot dinners. The town of Bursley never stops talking about him. Whatever will young Denry do next?

^{2.} Skyjack!

4. The Scarlet Letter Nathaniel Hawthorne Retold by John Escott **STAGE 4 - Classics**

Scarlet is the colour of sin, and the letter 'A' stands for 'Adultery'. In the 1600s, in Boston, Massachusetts, love was allowed only between a husband and a wife. A child born outside marriage was a child of sin.

Hester Prynne must wear the scarlet letter on her dress for the rest of her life. How can she ever escape from this public shame? What will happen to her child, growing up in the shadow of the scarlet letter? The future holds no joy for Hester Prynne.

And what will happen to her sinful lover - the father of her child?

5. Lorna Doone R.D. Blackmore Retold by David Penn STAGE 4 - Human Interest One winter's day in 1673 young John Ridd is riding home from school, across the wild lonely hills of Exmoor. He has to pass Doone valley - a dangerous place, as the Doones are famous robbers and murderers. All Exmoor lives in fear of the Doones. At home there is sad news waiting for young John, and he learns that he has good reason to hate the Doones. But in the years to come he meets Lorna Doone, with her lovely smile and big dark eyes. And soon he is deeply, hopelessly, in love ...

6. Dr. Jekyll and Mr. Hyde

Robert Louis Stevenson

Retold for Learners of English by Rosemary Border

STAGE 4 – Fantasy and Horror

You are walking through the streets of London. It is getting dark and you want to get home quickly. You enter a narrow side-street. Everything is quiet, but as you pass the door of a large, windowless building, you hear a key turning in the lock. A man comes out and looks at you. You have never seen him before, but you realize immediately that he hates you. You are shocked to discover, also, that you hate him.

Who is this man that everybody hates? And why is he coming out of the laboratory of the very respectable Dr Jekyll?

ESLW 700 Extensive e-Reading List #3 (Oxford Bookworms)

Black Beauty
 Anna Sewell
 Retold by John Escott
 STAGE 4 - Human Interest
 When Black Beauty is trained to carry a rider on his back, or to pull a carriage behind
 him, he finds it hard at first. But he is lucky - his first home is a good one, where his
 owners are kind people, who would never be cruel to a horse.
 But in the nineteenth century many people were cruel to their horses, whipping them and
 beating them, and using them like machines until they dropped dead. Black Beauty soon
 finds this out, and as he describes his life, he has many terrible stories to tell.

 Lord Jim

Joseph Conrad Retold by Clare West STAGE 4 - Classics A hundred years ago a seaman's life was full of danger, but Jim, the first mate on board the *Patna*, is not afraid of danger. He is young, strong, confident of his bravery. He dreams of great adventures - and the chance to show the world what a hero he is. But the sea is no place for dreamers. When the chance comes, on a calm moonlit night in the Indian Ocean, Jim fails the test, and his world falls to pieces around him. He disappears into the jungles of south-east Asia, searching for a way to prove himself, once and for all . . .

 Washington Square Henry James Retold by Kieran McGovern STAGE 4 - Classics

When a handsome young man begins to court Catherine Sloper, she feels she is very lucky. She is a quiet, gentle girl, but neither beautiful nor clever; no one had ever admired her before, or come to the front parlour of her home in Washington Square to whisper soft words of love to her.

But in New York in the 1840s young ladies are not free to marry where they please. Catherine must have her father's permission, and Dr Sloper is a rich man. One day Catherine will have a fortune of 30,000 dollars a year . . .

4. The Riddle of the Sands Erskine Childers Retold by Peter Hawkins STAGE 5 - Thriller & Adventure When Carruthers joins his friend

When Carruthers joins his friend Arthur Davies on his yacht *Dulcibella*, he is expecting a pleasant sailing holiday in the Baltic Sea. But the holiday turns into an adventure of a different kind. He and Davies soon find themselves sailing in the stormy waters of the North Sea, exploring the channels and sandbanks around the German Frisian Islands, and looking for a secret - a secret that could mean great danger for England.

Erskine Childers' novel, published in 1903, was the first great modern spy story, and is still as exciting to read today as it was a hundred years ago.

5. David Copperfield Charles Dickens
Retold by Clare West
STAGE 5 - Classics
'Please, Mr Murdstone! Don't beat me! I've tried to learn my lessons, really I have, sir!' sobs David.
Although he is only eight years old, Mr Murdstone does beat him, and David is so frightened that he bites his cruel stepfather's hand. For that, he is kept locked in his room for five days and nights, and nobody is allowed to speak to him.
As David grows up, he learns that life is full of trouble and misery and cruelty. But he also finds laughter and kindness, trust and friendship . . . and love.

6. Far from the Madding Crowd

Thomas Hardy

Retold by Clare West

STAGE 5 - Classics

Bathsheba Everdene is young, proud, and beautiful. She is an independent woman and can marry any man she chooses - if she chooses. In fact, she likes her independence, and she likes fighting her own battles in a man's world.

But it is never wise to ignore the power of love. There are three men who would very much like to marry Bathsheba. When she falls in love with one of them, she soon wishes she had kept her independence. She learns that love brings misery, pain, and violent passions that can destroy lives . . .

Appendix F

INFORMATION LETTER AND CONSENT FORM

Study Title: The Use of Portable E-readers in an ESL Extensive Reading Program

Research Investigator: MONICA FRASER Department of Educational Psychology University of Alberta Edmonton, AB mfraser1@ualberta.ca 780-644-6272

Background, Purpose and Benefits

You are invited to take part in a study about using electronic readers (e-readers) in the English as a second language (ESL) classroom. You were invited because you are taking an ESL reading and writing course that is appropriate for this study.

The purpose of this study is to find out what ESL students like or dislike about using ereaders. This will provide useful information to NorQuest ESL teachers. You will gain knowledge about using e-readers.

Procedures and Risks

If you agree to do this study, you will be asked to fill out a survey. On this survey, you will be asked to give information about your age, nationality, gender, and reading. You will be trained on using the e-reader. You will be asked to fill out a weekly reading log about the amount of e-books you read. Last, you will be asked to complete an online survey about using e-readers. Each survey should take about 15 minutes to complete.

There is a risk that your eyes or mind may get tired. There may be other risks to being in this study that are not known. If I learn anything during the research that may affect your willingness to continue being in the study, I will inform you right away.

Voluntary Participation

You do not have to participate in this study. It is fully your choice to do this study, and you can stop at any time until you complete the last survey. If you choose not to participate in this study, you will still take part in the regular extensive reading program using e-books. Also, your course participation or credit will not be affected. You do not have to answer any questions even if you participate in the study.

Confidentiality

This research will be used for my capping project for my Master's degree. It may also be used for research articles in journals, presentations, and teaching. Participants will not be identified in any of these uses. The paper surveys and reading logs will be destroyed at the end of the project. Data from the online survey will be housed on servers located in the United States. This data may be viewed by the U.S. government. Any other data will

be kept confidential. I will be as careful as possible not to distribute any information that could identify participants. The data will be stored on a password-protected computer. It will be in a locked office at the University of Alberta. The data will be kept for five years after the end of the research project, at which point it will be destroyed. There is a very small chance that this data may be used for future research (under the same confidentiality conditions), but this must first be approved by a Research Ethics Board.

Further Information

If you have any further questions regarding this study, please contact Monica Fraser at mfraser1@ualberta.ca or at 780-644-6272. You can also contact me if you would like to receive a copy of the research findings.

The plan for this study has been reviewed for its adherence to ethical guidelines by a Research Ethics Board at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Research Ethics Office at 780-492-2615.

I AGREE TO PARTICIPATE IN THIS STUDY.

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction. By signing this form I am giving informed consent for my participation in this study. I have been given a copy of this form.

Signature	 	
Name:		
Date:		

If you would like to receive a summary of the study findings, please provide an email address.

Email:

Appendix G

Extensive E-reading Program Introduction

Discussion:

What do you read? (books, magazines, newspapers, comics, graphic novels)

Do you read mostly e-texts or paper based texts? (computer, e-reader device)

Is it best to read slowly and carefully or quickly?

Do you have to understand everything?

Is it okay to use a dictionary?

Where is the best place to read? (public transport, home, bookstore, library)

Who should decide what to read?

Extensive E-reading

1. The difference between extensive e-reading and intensive e-reading

Intensive e-reading—is reading to build more language knowledge (i.e. grammar and vocabulary). You are concentrating on careful reading of the text.

(Waring, n.d.)

Extensive e-reading—is reading to build fluency. You are practicing the skill of reading.

Analogy—Intensive reading can be compared with doing driving lessons at school; extensive reading can be compared to actually driving on the road.

(Extensive Reading Foundation, 2011)

Objectives of the program

The extensive e-reading will:

- 1. build your reading speed and fluency.
- 2. build your confidence and motivate you to read more.
- 3. build vocabulary.

- 4. allow you to meet language in the natural context.
- 5. help you get a sense of how grammar patterns work in context.

(Extensive Reading Foundation, 2011)

Duration of the Extensive E-reading Program

The program is eight weeks. Every week, you will spend twenty minutes for sustained silent reading, and the rest of the reading is done on your time. There will be an additional thirty to forty minutes per week for peer discussions/activities.

E-reading Activities

1. Weekly Reading Record

• You will keep a *weekly reading record* of everything you have read on your ereaders throughout the week.

(The instructor hands out the first *weekly reading record* and explains the noting procedures)

2. Weekly Peer Discussions

• Have *weekly peer discussions* (small group) about the e-books are reading or have

read—you will discuss:

The e-book(s):

Who are the characters? Where does the story take place? What happened? What did you like the most? What did you like the least? What was your favourite scene? What did you learn? Would you recommend the e-book? Why or why not?

The Sony e-reader:

What did you like about using the Sony e-reader? Did you experience any problems with the Sony e-reader?
Appendix H

Introduction to your Sony E-reader

<u>Note</u>: The Sony E-readers are preloaded with eight graded e-books. Please do not use any of the Wi-Fi features as this will potentially delete the e-books.

• Charging the Sony Reader

Please use the supplied USB cord to recharge the Sony e-reader. The USB cord attaches to the bottom of the Sony e-reader and should be plugged into a computer that is powered on.

• Maximizing Battery Life

If you have no plans to use the Reader, completely power off; do not leave the Reader with the battery depleted for a prolonged time; use and store the Reader at room temperature.

• Buttons

(Power)

Turns the Reader on/off, and sets it to sleep mode.

<> (Page turn)

When reading a book, press either button to turn the page back or forward, respectively. Press and hold either button to turn the pages continuously.

f (Home)

Displays the first page of the [Home] screen.

🗅 (Back)

Returns to the previous screen, or returns to the content list from a book.

E(Menu)

Displays the available option items.

(Sony Corporation, 2011)

• Power on

To turn on the Sony e-reader, press the power button located on the bottom of the ereader. If the reader does not turn on, charge the reader.

• Power off

To turn off the Sony e-reader, press and hold the power button for 3 seconds. You will be asked if you want to shut down. Tap **YES** to turn off the Sony e-reader.

OR

- 1. Press the **Home** button
- 2. Tap [>] found in the bottom right hand corner of the screen.
- 3. Tap **Settings**
- 4. Tap **Device Shutdown**
- 5. You will be asked if you want to shutdown. Tap **YES** to turn off the Sony e-reader.

• Navigating the Sony E-reader

- 1. The Sony e-reader has both navigation buttons and a touch screen that allows for multiple ways of navigating through the e-reader.
- 2. To access the **Home** screen, press the **Home** button which is the center button in
- the row of buttons located along the bottom of the e-reader.
- 3. The touch screen is used to select the different options that are made available on the screen.
- 4. Tap on the top right corner of the screen to bookmark the page.
- 5. Touch and hold for 3 seconds on the top right corner of the screen to add a note.

• Access the pre-loaded example of the graded e-book

1. From the **Home** screen, tap the **Books** option.

2. A list of the books available on the e-reader will appear on the screen. Tap the ebook to read it.

3. To turn the pages in the book, use either the arrow buttons found on the bottom left side of the e-reader or quickly swipe your finger along the bottom corner of the screen.

The Use of E-readers in an ESL Extensive E-reading Program: A Guide for Adult ESL Instructors

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Part A: Background

Extensive e-reading is one component of an Adult ESL reading program in combination with intensive reading. Extensive e-reading and intensive reading work together; they are not opposites. Intensive reading builds language and extensive reading practices it.

Intensive reading can be compared with doing driving lessons at school; extensive reading can be compared with actually driving on the road.

(Extensive Reading Foundation, 2011, p. 2)

Extensive e-reading

E-reading is considered *extensive* only when the learners are reading quickly, with high levels of comprehension, and without the need for a dictionary. If their reading is too slow it probably means the learners need to use their dictionaries often, and so this type of e-reading isn't considered *extensive*. *Extensive e-reading* involves:

substantial textual input over an extended period of time, the use of easy reading materials at or about the learner's fluent reading ability level, learner selected material, and reading for enjoyment to build confidence.

(Waring, 2009a)

Extensive e-reading programs (EERPs)

- are an integral part of the curriculum
- have both learner and program goals
- raise the learners' reading ability and general English levels
- have positive effects on students' writing, spelling, grammar, and speaking skills
- motivate the learners to read, and learn from their reading
- have goals that set out how much reading should be done and by when
- have a variety of e-books at the learners' level from which they can select their own e-books

(Waring, 2012c)

Objectives of EERPs

- allow learners to meet the language in its natural context and see how it works in extended discourse beyond the language met in textbooks
- build learners' vocabulary
- allows learners to consolidate and strengthen partly known language, and build depth of knowledge
- help learners to build reading speed and reading fluency which allows them to process the language more automatically leaving space in memory for other things
- build learners' confidence, motivation, enjoyment and a love of reading which makes them more effective language users
- allow learners to read a lot of English at or about their own ability level so they can develop good reading habits
- help learners get a sense of how grammatical patterns work in context

(Extensive Reading Foundation, 2011)

Purist Extensive E-reading Type		
(Waring, 2009c)		
Style	Individual	
Amount of Reading	Lots (1 or more e-books per week)	
Difficulty	Easy-so they can read fluently	
Speed	Fast	
Control (Who selects?)	Student	
Language Focus	Fluency	
Follow up Assessment	Not necessary as learners choose a	
	book they can already read	
Materials	Graded e-books; weekly reading logs	
Skill work	Silent sustained reading	
Class time needed	little	

EERP Program Type

When measuring language gains from exposure to extensive e-reading, the results instructors get depend heavily on what level of input learners read at. E-books should be at the learners' *i* level or *i*-1 level, where "*i*" is the learners' current level of language competence and "-1" is the stage of language acquisition below their current levels.

1. What can be expected at what level of reading?

• *i-1 (i.e., a little lower than their current ability)* Instructors can expect learners to learn very few, if any, new words because they are not meeting new language, but there will be a good chance they will gain in fluency because the reading is easy and enjoyable.

- *i* (*i.e., at their ability level*) Instructors can expect learners to meet and learn a few new words and they may have some gains in fluency.
- *i*+1 (*i.e., a little beyond their current ability*) Instructors can expect learners to learn a little, but there will not be much gain in fluency because they have to stop frequently.
- *i+2 or i+3 ... (i.e., way beyond their current ability)* Instructors can expect learners to learn almost no new language because it is too difficult to work with, and there will not be much gain in fluency because they have to stop very often.

(Waring, 2009b)

2. What happens if learners read at i+1 or +2 or +3?

Learners:

- will not be able to read the graded e-books smoothly enough to develop fluent eye movements.
- will not be able to build the automatic recognition of words.
- may lose their reading confidence and motivation.
- may become frustrated, tired or bored and give up reading altogether.

(Waring, n.d.)

- there should be no more than 2 or 3 unknown words per page
- the learner is reading 8-10 lines or more per minute (80-100 words per minute or better)
- the learner understands almost all of what she is reading with few pauses
- as reading speed increases at that level (say to 150 words per minute and with good comprehension learners can then move up to the next level, but the learner must decide.

(Waring, n.d.)

Graded E-books

1. What are graded e-books?

Graded e-books are written especially for language learners to build their reading speed and fluency and to give them a chance to practice 'real' reading for pleasure. They are called graded e-books because they are written according to a pedagogical syllabus which has increasing grades, or levels, of difficulty.

(Extensive Reading Foundation, 2011)

2. What are the benefits of using graded e-books?

Graded e-books:

- allow learners to meet lots of comprehensible language.
- allow learners to 'step-up' their reading ability gradually level by leve.l
- provide motivating and interesting reading materials.
- are a bridge to the eventual reading of native-level reading materials.

(Extensive Reading Foundation, 2011)

Part B: Setting up an Extensive E-reading Program

Time Consideration

Instructors have numerous curriculum objectives to fulfill per semester, so fitting in an extensive e-reading program (EERP) can be challenging. However, instructors can plan as little or as much in-class time for their EERPs as their schedule allows. After the initial introduction of the EERP to the learners, ideally, instructors should set some time on a weekly basis for students to read silently, engage in group activities, and select new e-books. To maximize the amount of reading time, learners could read in-class and at home.

E-readers

E-readers are "portable, low-power, high-resolution devices specifically designed to display digital versions of written material from books, magazines, newspapers, and other printed sources" (Educause, 2010, p. 1). The latest generation of e-readers contains *electrophoretic ink*® (e-ink) technology or *electronic paper* (e-paper) designed to imitate the appearance and contrast of ordinary ink on paper with good visibility under a wide range of lighting making the devices lighter and more power efficient (Siegenthaler, Wurtz, Bergamin, & Groner, 2011). Numerous varieties of e-readers including Kindle, Nook, Sony, iPad, and many brands of tablet PCs are available. When selecting the type of e-readers for their EERPs, instructors need to consider the learners' use of e-readers and their available features (i.e., dictionary, Wi-Fi, backlight, highlighting, notes, or audio/video support). Another consideration is the budget as the cost for a class set of e-readers can be very expensive depending on the quality of the e-reader and class size. Instructors can inquire if learners can borrow e-readers from their school's library or even a public library.

Selection of E-books

Learners' choice of e-books is important for building their reading confidence, ability and enjoyment, and promoting the virtuous circle of the good reader: enjoys reading, reads more, understands better, and reads faster (The Extensive Reading Foundation, 2011). Therefore, learners should be guided by the instructor to self-select their own level appropriate e-books.

1. E-book Level Identification

- Prepare handout—copy one page from each of the levels of a graded book series.
- Provide learner with multi-level reading handout.
- Learners self-identify their level (i.e., 98 % of the language is known, high comprehension).
- •
- Remind learners that if it is too difficult, they should go down a level; if it is too easy they should go up a level; they should choose something they can read without a dictionary.
- Record each learner's self-identified reading level and calculate the class reading level mean.

2. Learners' Self-selection of E-books

- Once the learners' levels are discovered, select e-books and create an extensive paper-form e-book list depending on the length of the EERP including title, genre, synopsis and level.
- Select e-books at one level below and one level above the class reading level mean; learners should start off with graded e-books one level below their comfort zone, in order to build confidence with longer e-books.
- Select age appropriate fiction and non-fiction, and a wide range of high interest topics and genres, including romance, detective, drama, etc.

(Extensive Reading Foundation, 2011)

• Provide learners with the e-book list to select their preferred e-books to be preloaded on their e-readers; the number of e-books that learners select is set by the instructor, and it depends on the time available for the EERP and the learners Canadian Language Benchmark levels (i.e., beginner and intermediate learners, 50-100 pages, or one e-book per week; advanced learners, 150-200 pages, or 2 e-books per week).

(Waring, 2012c)

• Repeat the e-book selection process as needed throughout the EERP; learners can cross out the e-books they have read on the list.

3. Preloading E-books on the E-readers

Depending on the e-reader selected for the EERP, instructors must follow a multistep process to download e-books on the e-readers. Usually, instructors will need to install the e-reader software library and an Adobe® Digital Editions (ADE) application, requiring the creation of an Adobe® ID, on a PC. Next, authorization of the e-reader using the Adobe® ID and of the software library will allow purchased e-books, which are protected by Digital Rights Management (DRM), to be transferred to 6 e-readers. E-books are downloaded in Adobe DRM electronic publication (EPUB) format to the e-reader software library. Individually, six e-readers are connected to the PC using a USB cable to download the e-books from the e-reader library. This process is repeated until the e-books are downloaded on each of the class set or e-readers.

Part C: Learner Training Procedures

1. Introduction (this can be done as a whole class, partners or small group)

Write on the whiteboard or provide a handout with the following questions:

What do you read? (books, magazines, newspapers, comics, graphic novels)

Do you read mostly e-texts or paper based texts? (computer, e-reader device)

Is it best to read slowly and carefully or quickly? (quickly)

Do you have to understand everything? (Yes)

Is it okay to use a dictionary? (No—Students should be reading easy e-books. If they are looking up words too often, then the book is probably too hard.)

Where is the best place to read? (public transport, home, bookstore, library)

Who should decide what to read? (You)

2. Explanation of Extensive E-reading (this can be power point, etc.)

The difference between extensive e-reading and intensive reading

Intensive reading—is reading to build more language knowledge (i.e. grammar and vocabulary). The learners are concentrating on careful reading of the text.

(Waring, n.d.)

Extensive reading—is reading to build fluency. The learners are practicing the skill of reading.

Analogy—Intensive reading can be compared with doing driving lessons at school; extensive reading can be compared to actually driving on the road.

(Extensive Reading Foundation, 2011)

3. Objectives of the program

Extensive e-reading will:

- Build your reading speed and fluency
- Build your confidence and motivate you to read more
- Build your vocabulary
- Allow you to meet language in the natural context
- Help you get a sense of how grammar patterns work in context

(Extensive Reading Foundation, 2011)

4. EERP Time/Schedule

Inform learners of the time set for weekly in-class sustained silent reading, (the rest of the reading is done on the learners' time), and peer discussions.

5. E-reading Activities

- Learners keep a *weekly reading record* of everything they have read on their e-readers throughout the week (See Appendix A); the number of e-books read by each learner during the EERP can be tabulated and a small prize can be awarded to the learner that has read the most e-books.
- Have weekly peer discussions (pair or small group) about the e-books they are reading or have read—learners discuss:

Who are the characters? Where does the story take place? What happened? What did you like the most? What did you like the least? What was your favourite scene?

6. Distribution of E-readers

- Hand out e-readers.
- As each learner is given an e-reader, record the number of the e-reader and the learners' name.
- Provide learners with two copies of *a Damage or Loss Form* that explains the procedures for lost or damaged e-readers.

• Learners sign both copies (they keep one copy and the instructor keeps the second copy).

7. E-reader instruction (based on the Sony PRS T-1 series)

- Charging the e-reader Please use the supplied USB cord to recharge the Sony e-reader. The USB cord attaches to the bottom of the Sony e-reader and should be plugged into a computer that is powered on.
- Maximizing Battery Life If you have no plans to use the Reader, completely power off; do not leave the Reader with the battery depleted for a prolonged time; use and store the Reader at room temperature.
- Buttons

(Power) Turns the Reader on/off, and sets it to sleep mode.

<> (Page turn)

When reading a book, press either button to turn the page back or forward, respectively. Press and hold either button to turn the pages continuously.

(Home) Displays the first page of the [Home] screen.

(Back) Returns to the previous screen, or returns to the content list from a book.

(Menu) Displays the available option items.

(Sony Corporation, 2011)

• Power on

To turn on the Sony e-reader, press the power button located on the bottom of the e-reader. If the reader does not turn on, charge the reader.

• Power off

To turn off the e-reader, press and hold the power button for 3 seconds.

• Navigating the E-reader

The e-reader has both navigation buttons and a touch screen that allows for multiple ways of navigating through the e-reader. To access the **Home** screen, press the **Home** button which is the center button in the row of buttons located along the bottom of the e-reader. The touch screen is used to select the different options that are made available on the screen. Tap on the top right corner of the screen to bookmark the page. Touch and hold for 3 seconds on the top right corner of the screen to add a note.

• Access the pre-loaded example of the graded e-book

From the **Home** screen, tap the **Books** option. A list of the books available on the e-reader will appear on the screen. Tap an e-book to read it. To turn the pages in the book, use either the arrow buttons found on the bottom left side of the e-reader or quickly swipe your finger along the bottom corner of the screen.

8. Subsequent Classes

• Continue weekly reading logs and peer discussions.

9. Last Class

- Collect the Sony e-readers.
- Collect *weekly reading records*.

Evaluation of the EERP

1. During the weekly in-class silent e-reading, observe learners:

- Do they look like they understand? Or look bored or disinterested?
- Do they smile when they read funny parts of the story, or look a little apprehensive in exciting moments?
- Are they sitting in a way to enjoy the e-book, or trying to hide that they are sleeping?
- Do they turn pages often? Do they seem to be reading slowly? Do they have to re-read parts of their books? Do they use their dictionary a lot?

2. Informal oral comprehension checks while, or after, reading a book:

- Can they re-tell the story with little trouble?
- Can they react to the story freely by saying what they liked or disliked?
- Ask 'What is it about?' 'Who are the main characters?' 'What's happening on this page?'

• Ask how it ended. Was it a sad or happy ending? Why? What genre is this book?

3. Were the aims of the EER program achieved?

Did the learners:

- increase their fluency and speed?
- build their depth of knowledge?
- increase their reading ability and general English levels?
- increase their motivation to read more?

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Appendix A

<u>Monday</u>	Tuesday
Date:	Date:
Title of Book:	Title of Book:
Author:	Author:
Did you finish the book?	Did you finish the book?
□ Yes □ No	□ Yes □ No
Number of pages in the book:	Number of pages in the book:
pages Number of pages read:	pages Number of pages read:
pages Amount of time spent reading:	pages Amount of time spent reading:
minutes	minutes
Problems with the Sony e-reader:	Problems with the e-reader:
What worked well with the Sony e-reader:	What worked well with the Sony e- reader:

Wednesday	<u>Thursday</u>
Date:	Date:
Title of Book:	Title of Book:
Author:	Author:
Did you finish the book?	Did you finish the book?
□ Yes □ No	□ Yes □ No
Number of pages in the book:	Number of pages in the book:
pages Number of pages read:	pages Number of pages read:
pages Amount of time spent reading:	pages Amount of time spent reading:
minutes	minutes
Problems with the Sony e-reader:	Problems with the Sony e-reader:
What worked well with the Sony e- reader:	What worked well with the Sony e- reader:

<u>Friday</u>	<u>Saturday</u>
Date:	Date:
Title of Book:	Title of Book:
Author:	Author:
Did you finish the book?	Did you finish the book?
□ Yes □ No	□ Yes □ No
Number of pages in the book:	Number of pages in the book:
pages Number of pages read:	pages Number of pages read:
pages Amount of time spent reading:	pages Amount of time spent reading:
minutes	minutes
Problems with the Sony e-reader:	Problems with the Sony e-reader:
What worked well with the Sony- reader:	What worked well with the Sony e- reader:

<u>Sunday</u>	Total number of books read
Date:	this week: book(s)
Title of Book:	Total number of pages read this week:
Author:	pages
Did you finish the book?	Total minutes spent reading this week:
□ Yes □ No	minutes
Number of pages in the book:	
pages Number of pages read:	Summary of main problems with the Sony e-reader:
pages Amount of time spent reading:	
minutes	Summary of what worked well with the Sony e-reader:
Problems with the Sony e-reader:	
What worked well with the Sony e- reader:	