

Annotated Bibliography of Works on Extensive Reading in a Second Language

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This bibliography attempts to compile references and abstracts for works related to extensive reading in a second or foreign language. Our key criterion is accessibility: dissertations and conference papers listed here are available through ERIC, and articles appear in readily available journals such as *Reading in a Foreign Language*. The bibliography offers a classification that may be of value to the teacher or researcher in reading as a foreign language, and that may assist course development. Both authors and editors are actively seeking contributions from readers, who might like to suggest further categories or entries to be included in the bibliography.

The bibliography will be published in two parts: this issue includes the categories only, and an invitation to readers to contribute to the full bibliography. The complete version, including reader responses, will be published in the next issue.

EDITORS' INTRODUCTION

We feel it is timely to present a bibliography in *Reading in a Foreign Language* for many reasons. Firstly, more and more researchers and practitioners recognise the value of reading research in illuminating foreign language learning as a whole: how learners process vocabulary, how they draw on their schema to process texts, and how L1 skills transfer to L2.

Secondly, old orthodoxies are returning in new form, for example reading aloud in the classroom, and looking at literary varieties of language as sources of extensive reading. We would hope to air these debates especially where they appear controversial or fossilised.

Thirdly, reading continues to take on board insights from other disciplines, such as psychology and socio-cultural studies. Ideally a good bibliography would look outside the professional mainstream at materials which stem from other disciplines.

Fourthly, we would like *Reading in a Foreign Language* to serve as a central meeting point where information on developments in reading can be collated, new debates can be identified and opened up, and contacts can be made. With a view to this central meeting point we are inviting bibliographic suggestions that fall into the categories identified by the authors. Suggestions for new categories would also be welcome.

In this issue we offer the categorised subject list and a sample of the bibliographical entries. The full list, including readers' suggestions in response to our invitation, will be published in our next volume.

AUTHORS' INTRODUCTION

1. When there was no abstract and we wrote one, this was noted by *. These abstracts may incorporate the authors' words.
2. When there was no abstract and we used the introduction to the piece, some part thereof, or something from another part of the work as the abstract, this was noted by **.
3. When the abstract came from ERIC, this was noted by ***. To search the ERIC Database and order ERIC Documents ERIC on the Internet visit their Website at <http://edrs.com>.
4. When the author wrote an abstract especially for this bibliography, this was noted by ****.
5. When an abstract accompanied the article, chapter, paper, or book, that abstract was used. No asterisk accompanies such abstracts.
6. When a work might be difficult to find, this is noted by a #. For a copy of such works, email Julian Bamford at bamford@shonan.bunkyo.ac.jp. Tell him your address and how you wish the copy to be mailed (express, standard airmail, surface mail). He will inform you of any copying and mailing charges.
7. The works in italics report or review empirical investigations.)

SUBJECT INDEX

To make it easier to find works on topics of interest, we have categorized the works in the bibliography by topics. This cross-referencing is not comprehensive but may assist the reader.

ADAPTING TEXTS

These works deal with adapting and simplifying reading materials for L2 learners. Bamford, 1984; *Davies, 1984*; Day & Bamford, 1998; *Gaudart, 1994*; Hermes, 1978a; *Hirsh & Nation, 1992*; Horst, Cobb & Meara, 1998; Simensen, 1987.

AFFECT

The impact of extensive reading on variables such as attitude and motivation.

Bamford & Day, 1998; Constantino, 1995; *Davis, Carbon Gorell, Kline & Hsieh, 1992*; Day & Bamford, 1998; *Dupuy, 1997a; Dupuy, 1997c; Elley, 1991; Elley, 1996*; Fox, 1990; Gee, 1999; Heal, 1998; Hedge, 1985; *Hickey, 1991*; Jacobs, Davis

& Renandya, 1997 (Chapter 17); *Kim & Krashen, 1997; Kitao, Yamamoto, Kitao & Shimatani, 1990; Krashen & Cho, 1995; Lipp, 1990; MacGillivray, Tse & McQuillan, 1995; Mason & Krashen, 1997a; McQuillan, 1994; McQuillan, 1996; McQuillan & Conde, 1996; Nash & Yuan, 1992/93; Nation, 1997; Renandya, Rajan & Jacobs, 1999; Rivers, 1972; Robb & Susser, 1989; Rodrigo, 1997; Schon, Hopkins & Davis, 1982; Schon, Hopkins & Vojir, 1984; Schon, Hopkins & Vojir, 1985; Shemesh, 1996; Tse, 1996a; Tse, 1996b; Waring, 1997; Yu, 1996/1997.*

CLASS READERS

One form of extensive reading is when teachers guide the whole class in reading the same book (a class reader). Work with class readers can support and complement individually-selected reading done by students outside the classroom, and can link reading with other areas of the language-learning curriculum, such as speaking, listening, and writing.

Bright, J. A., & McGregor, 1970; Broughton, Brumfit, Flavel, Hill & Pincas, 1978; Cunningham, 1991; Dawes, 1979; Edinburgh Project on Extensive Reading, 1992; Greenwood, 1988; Hedge, 1985; Mukundan, Ting & Ali, 1998; Raj & Hunt, 1990; Schmidt, 1996.

COMPREHENSIBLE INPUT HYPOTHESIS

Based on the theories of Stephen Krashen, extensive reading has been investigated as a source of comprehensible input for L2 acquisition.

Azabdaftari, 1992; *Cho & Krashen, 1995; Coll et al., 1991; Elley, 1991; Hafiz & Tudor, 1989; Hafiz & Tudor, 1990; Krashen, 1981; Krashen, 1993a; Krashen, 1997; Krashen & Cho, 1995; Lai, 1993a; Lee, Krashen & Gribbons, 1996; Mason & Krashen, in press; McQuillan & Rodrigo, 1995; McQuillan & Tse, 1998; Schmidt, 1996; Stokes, Krashen & Kartchner, 1998.*

GRAMMAR

These works investigate the incidental acquisition of grammatical competence through reading.

Elley, 1991; Elley & Mangubhai, 1981; Elley & Mangubhai, 1983; Hafiz & Tudor, 1990; Krashen, 1997; Lee, Krashen & Gribbons, 1996; Stokes, Krashen & Kartchner, 1998; Tudor & Hafiz, 1989.

HOW TO

These works describe a variety of extensive reading programs in which students individually choose their own reading materials. There are suggestions on such matters as orienting students, setting up libraries, and organizing post-reading activities. Many of the suggestions link extensive reading with other areas of the language-learning curriculum, such as speaking, listening and writing.

Aebersold & Field, 1997; Bamford & Day, 1997; Bright, J. A., & McGregor, 1970; Broughton, Brumfit, Flavel, Hill & Pincas, 1978; Busacker, 1975; Cliffe, 1990; Cline, 1985; Constantino, 1995; Cunningham, 1991; Davis, 1995; Dawes, 1979; Day, 1993; Day & Bamford, 1998; Dupuy, 1997b; Dupuy, 1998; Dupuy, Tse & Cook, 1996; Edinburgh Project on Extensive Reading, 1992; Ellis & McRae, 1991; Eskey, 1973; Fox, 1990; Gee, 1999; Heal, 1998; Hedge, 1985; Helgesen, 1997; Hermes, 1978b; Hess & Jasper, 1995; Hill, 1997c; Hsui Yan, 1994; Ikeda & Mason, 1994; Jacobs, Davis & Renandya, 1997 (Chapters 1,2,4,5,6,9,10,11,15); Jensen, 1986; Kim & Krashen, 1997; Kitao, Yamamoto, Kitao & Shimatani, 1990; Klapper, 1992; Krashen, 1993b; Lipp, 1990; MacGillivray, Tse & McQuillan, 1995; Mason & Pendergast, 1997; McQuillan & Tse, 1998; Mok, 1994; Mukundan, Ting & Ali, 1998; Nash & Yuan, 1992/93; Nuttall, 1996; Parker & Turner, 1987; Parrott, 1987; Piechorowski, 1979; Rivers, 1968; Rodrigo, 1997; Schmidt, 1996; Shanefield, 1986; Shemesh, 1996; Shlayer, 1996; Stoller, 1986; Strong, 1996; Stuart, 1990; Susser & Robb, 1989; Tsang, 1997; Tse, 1996a; Waring, 1997; Wolkinson & Burchfield, 1998; Yamanaka, 1997; Yu, 1993; Yu, 1995.

LEARNER AUTONOMY

Extensive reading lends itself to learner responsibility and initiative, encouraging students to take a greater hand in their own learning, and moving learning away from the sole use of teacher-fronted instruction.

Aebersold & Field, 1997; Dupuy, 1997b; Dupuy, Tse & Cook, 1996; Gee, 1999; Hsui Yan, 1994; Jacobs, Davis & Renandya, 1997 (Chapter 17); Krashen & Cho, 1995; Lai, 1993a; McQuillan & Conde, 1996; Rivers, 1972; Rodrigo & McQuillan, 1999; Yu, 1995.

L2 LEARNING

These are works that contain theories, discussions, and investigations into the role that extensive reading can play in L2 learning. (See also Comprehensible Input Hypothesis.)

Azabdaftari, 1992; Bamford & Day, 1998; Bearne, 1988; Brusch, 1991; Cho & Krashen, 1994; Cho & Krashen, 1995; Coll et al., 1991; Constantino, 1995; Constantino, Lee & Krashen, 1997; Davis, 1995; Dupuy, 1997a; Dupuy, 1997c; Dupuy, Tse & Cook, 1996; Edinburgh Project on Extensive Reading, 1992; Elley, 1991; Elley & Mangubhai, 1981; Elley & Mangubhai, 1983; Ellis & McRae, 1991; Grabe, 1986; Gradman & Hanania, 1991; Hafiz & Tudor, 1989; Hafiz & Tudor, 1990; Hedge, 1985; Krashen, 1993a; Krashen, 1993b; Krashen, 1997; Krashen & Cho, 1995; Lee, Krashen & Gribbons, 1996; Mason & Krashen, 1997b; Mason & Krashen, in press; Mason & Pendergast, 1991; McQuillan, 1994; McQuillan, 1998; McQuillan & Rodrigo, 1995; McQuillan & Tse, 1998; Mok, 1994; Mukundan, Ting & Ali, 1998; Nation, 1997; Ng, 1994; Ng, 1996; O'Sullivan, 1992;

Piechorowski, 1979; Renandya, Rajan & Jacobs, 1999; Rivers, 1964; Rivers, 1968; Rodrigo, 1997; Rodrigo & McQuillan, 1999; Schackne, 1994; Stokes, Krashen & Kartchner, 1998; Strong, 1996; Tsang, 1997; Tse, 1996b; Tudor & Hafiz, 1989; Yu, 1996/1997.

READING ABILITY

These works contain theories, discussions, and investigations into the role that extensive reading can play in improving L2 reading ability.

Anderson, 1996; Bamford & Day, 1997; Bamford & Day, 1998; Broughton, Brumfit, Flavel, Hill & Pincas, 1978; Carrell & Carson, 1997; Constantino, 1995; Davis, 1995; Day & Bamford, 1998; Dupuy, 1997a; Dupuy, 1997b; Edinburgh Project on Extensive Reading, 1992; Elley, 1984; Elley, 1996; Eskey, 1973; Eskey, 1987; Grabe, 1986; Hafiz & Tudor, 1989; Hedge, 1985; Hyland, 1990; Ikeda & Mason, 1994; Klapper, 1992; Krashen, 1988; Krashen, 1993a; Krashen, 1993b; Krashen, 1997; Lai, 1993a; Lai, 1993b; Laufer-Dvorkin, 1981; Mason & Krashen, 1997a; Nash & Yuan, 1992/93; Nation, 1997; Nuttall, 1996; O'Sullivan, 1992; Pucci, 1998; Raemer, 1996; Ramaiah, 1994; Rees, 1992; Robb & Susser, 1989; Rodrigo, 1997; Schackne, 1994; Schon, Hopkins & Davis, 1982; Schon, Hopkins & Vojir, 1984; Schon, Hopkins & Vojir, 1985; Shlayer, 1996; Susser & Robb, 1990; Tudor & Hafiz, 1989; Walker, 1997; Yamanaka, 1997.

READING FOR ACADEMIC PURPOSES

Extensive reading can have a role in preparing students for L2 academic study, including the special demands of reading in tertiary education.

Aebersold & Field, 1997; Carrell & Carson, 1997; Cline, 1985; Dunning, 1988; Dupuy, Tse & Cook, 1996; Hamp-Lyons, 1983; Jacobs, Davis & Renandya, 1997 (Chapter 8); Jensen, 1986; Novak, 1982; Walker, 1997; Zimmerman, 1997.

READING MATERIALS

These works present options and suggestions, sometimes including bibliographies, for assembling collections of books and other materials suitable for extensive reading. Two subgroups included here are works concerned with graded readers and works about student-made reading materials.

Bamford & Day, 1997; Brown, 1988; Brown, 1994; Brusch, 1991; Cho & Krashen, 1994; Day & Bamford, 1998; Dunning, 1988; Dupuy, Tse & Cook, 1996; Edinburgh Project on Extensive Reading, 1992; Gaudart, 1994; Hess & Jasper, 1995; Jacobs, Davis & Renandya, 1997 (Chapters 3,8,13); Klapper, 1992; Krashen, 1981; Krashen, 1993b; Nash & Yuan, 1992/93; Nuttall, 1996; Rees, 1992; Rodrigo, 1997; Ronnqvist & Sell, 1994; Schmidt, 1996; Toh & Raja, 1997.

GRADED READERS

Bamford, 1984; Day & Bamford, 1998; Edinburgh Project on Extensive Reading, 1981-present; Elmaliach, 1992; Hafiz & Tudor, 1990; Hedge, 1985; Hill, 1997a; Hill, 1997b; Hill & Reid Thomas, 1988a; Hill & Reid Thomas, 1988b; Hill & Reid Thomas, 1989; Kitao, Yamamoto, Kitao & Shimatani, 1990; Reid Thomas & Hill, 1993; Simensen, 1987; Susser & Robb, 1990; Walker, 1997; Waring, 1997; Wodinsky & Nation, 1988.

STUDENT-MADE READING MATERIALS

Day & Bamford, 1998; Jacobs, Davis & Renandya, 1997 (Chapters 12,14,16); Malgwi, 1999.

SOCIO-CULTURAL ISSUES

Societies and cultures have their own practices and attitudes toward literacy, and these may need to be considered by educators introducing and using extensive reading. Issues include the how materials are selected and whether they should match students' cultural background.

Bamford & Day, 1998; Brown, 1994; Cheah, 1996; Cheah, 1997; Cunningham, 1991; Elley, 1984; Elley, 1991; Gaudart, 1994; Grabe, 1986; Hickey, 1991; Jacobs, Davis & Renandya, 1997 (Chapters 2,4); Malgwi, 1999; Mukundan, Ting & Ali, 1998; Ng, 1996; Raj & Hunt, 1990; Ramaiah, 1994; Schon, Hopkins & Vojir, 1984; Strong, 1996; Stuart, 1990; Toh & Raja, 1997.

STUDENT-STUDENT COLLABORATION

These works include suggestions for activities involving collaboration by learners such as discussing, exchanging and sharing what they have read.

Day, 1993; Day & Bamford, 1998; Dupuy, Tse & Cook, 1996; Dupuy, 1998; Gee, 1999; Greenwood, 1988; Heal, 1998; Hedge, 1985; Hess & Jasper, 1995; Jacobs, Davis & Renandya, 1997 (Chapters 7,9,10,12,15); Lipp, 1990; MacGillivray, Tse & McQuillan, 1995; McQuillan, 1996; Parker & Turner, 1987; Parrott, 1987; Strong, 1996.

VOCABULARY

These are investigations and discussions of how vocabulary may be learned while reading. Some of these studies investigate ways of making incidental learning more efficient, perhaps by supplementing it with intentional learning.

Anderson, 1996; Bamford & Day, 1998; Cho & Krashen, 1994; Day, Omura & Hiramatsu, 1991; Dupuy, 1997a; Elley, 1991; Horst, Cobb & Meara, 1998; Krashen, 1993b; Lai, 1993a; McQuillan, 1996; Pitts, White & Krashen, 1989; Raptis, 1997; Rodrigo & McQuillan, 1999; Saragi, Nation & Meister, 1978; Wesche & Paribakht, 1994; Wodinsky & Nation, 1988; Zimmerman, 1997.

WRITING

These are studies of the impact of extensive reading on L2 writing ability.

Constantino, 1995; Elley, 1991; Hafiz & Tudor, 1989; Hafiz & Tudor, 1990; Janopoulos, 1986; Krashen, 1993b; Lai, 1993a; Lai, 1993b; Mason & Krashen, 1997b; Mason & Krashen, in press; Susser & Robb, 1989; Tsang, 1996; Tsang, 1997; Tudor & Hafiz, 1989.

YOUNGER LEARNERS

Unlike most works in this bibliography which are concerned with extensive reading by young adults and adults, these works are studies and descriptions of extensive reading programs with younger learners.

Anderson, 1996; Cheah, 1996; Cheah, 1997; Elley, 1984; Elley & Mangubhai, 1981; Elley & Mangubhai, 1983; Gee, 1999; Hickey, 1991; Jacobs, Davis & Renandya, 1997 (Chapters 6,7,11,12,14); Mok, 1994; Ng, 1994; Ng, 1996; Pucci, 1998.

SAMPLES FROM THE BIBLIOGRAPHY

Aebersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. Cambridge: Cambridge University Press.

* While most of this book is not about extensive reading, the following parts are relevant. The beginning of chapter 1 asks teachers to think about the role of reading in their life, past and present, and on the influence of family, community, school, culture, and individual characteristics in defining the role of reading for them. Pages 43-44 discuss an approach to reading instruction based on extensive reading. Included is an account by a teacher who taught a reading course based on extensive reading. One of her reasons was to give students more responsibility. Pages 181-183 explain what a reading journal is and include two entries from students' journals.

Anderson, R. C. (1996). Research foundations to support wide reading. In V. Greaney. (Ed.), *Promoting reading in developing countries* (pp. 55-77). Newark, DE: International Reading Association.

** (*The first two paragraphs of the chapter*) In chapters 1 and 2, Greaney and Elley emphasize that an increased supply of books to promote reading is necessary to raise literacy levels in developing countries. In this chapter I will review the evidence now available on whether literature-based instruction and wide reading actually have a positive influence on children's growth as readers. I will consider several areas of research: (1) vocabulary acquisition while reading as compared to direct vocabulary instruction, (2) the relation between amount of reading and growth in reading competence, (3) the influence of book floods, (4) the effects of whole

language, and (5) available evidence on wide reading and literature-based instruction in the non-English-speaking developing world.

This review will focus primarily on empirical studies that have included measures of word recognition, basic comprehension of simple passages, and, especially, knowledge of word meanings. Although these facets of reading do not directly reflect the major goals of many advocates of literature-based instruction and wide reading, it is well established that measures of word recognition, passage comprehension, and vocabulary are powerful predictors of most aspects of literate behavior. As compared to children who perform well on these measures, children who perform poorly also will perform less well on almost any other measure of literacy; and it is a distressing fact that they are likely to continue to do poorly. Therefore, it is important to determine whether literature-based instruction and wide reading lead to improvements in basic literacy.

Literature-based instruction and wide reading often are placed in opposition to direct instruction on specific aspects of literacy. It seems necessary to say, therefore, that I do not suppose that a finding in favor of literature-based instruction and wide reading would count against direct instruction. Except in extreme cases, in which direct instruction in specific skills is the predominate or even exclusive form of instruction, such a conclusion would be neither logical nor empirically supportable.

REMINDER TO READERS

Full bibliographical details will be published in the next issue, vol. 13 no. 1.