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Error Correction Activities Encourage Repeated Reading in Class

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間違い訂正活動が英文繰り返し読みを促す効果について

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ABSTRACT

Repeated reading (RR) entails the reading of the same materials repeatedly and is a technique intended to develop reading fluency and comprehension for learners of English as a foreign language (EFL). However, the practice of RR today in classrooms throughout Japan is seemingly insufficient for several reasons. The present study focuses mainly on concentration and motivation for RR, which suggest that error correction activities (ECAs) are effective in encouraging RR. ECAs denote activities through which learners identify and correct several errors that are intentionally embedded in the text. This research examines whether ECAs enhance the concentration and motivation of learners for RR using a questionnaire. The results indicate that learners maintain concentration and motivation the most during ECAs, and that ECAs can be a catalyst for further RR.

1. Introduction

1. 1 Background

Under the current circumstance in which reading fluency and accuracy are increasingly required skills, many learners of English in Japan continue to find difficulty despite various methods and activities applied to teaching. To enhance the reading ability of learners, the automaticity of the elements of language, such as vocabulary and grammar, is needed. Toward this end, learners should encounter the same elements of language repeatedly. However, repetition is currently insufficient, which leads to gaps in English knowledge. Various strategies can be used to provide opportunities for repetition, such as

extensive reading (ER). However, the current study focuses on repeated reading (RR) because textbooks for junior high and high school students systematically arrange vocabulary, expressions, and grammar. By reading them repeatedly, learners gain step-by-step enhancements to their subordinate skills of reading, namely, automaticity of the elements of language. At present, research on improving the reading ability of learners pays less attention to RR for several reasons. Simply put, reading the same material repeatedly tends to become boring and monotonous; therefore, maintaining concentration and motivation is difficult for learners. In addition, RR largely deviates from the primary purpose of reading, i.e., to obtain information. However, RR is in fact practiced in many classrooms to a certain extent because it is a promising method for enhancing reading fluency and comprehension for learners of English as a foreign language (EFL). Through RR, learners learn to automatize word recognition and syntactic relationships; consequently, the focus is on the content of the reading material. In addition, they can acquire certain elements of language, such as vocabulary and grammar, which are essential for communicating in English. Considering these points, an important question that should be considered is how to maximize the utilization of RR in classrooms. To encourage RR in more classrooms, the present study examined the effectiveness and potential of error correction activities (ECAs). The next chapter demonstrates the need for RR and ECAs by considering previous research.

1. 2 What is RR?

Samuels (1979), a researcher in the field of reading processes, first proposed RR as a method for language learning. Since its proposal, the method has been practiced in several ways, such as reading silently or aloud, reading with or without audio support, and reading with or without a recording of speed and accuracy. In classrooms, one or a combination of the abovementioned methods may be practiced. The current study defines RR as learners reading the same passage repeatedly to improve reading fluency and comprehension using all cited methods. The study focuses on the difference in the effectiveness of each method of reading but more on increasing the quality and quantity of reading, such as whether learners pay attention to the content of the material and the number of times they read the material, respectively. In essence, RR should be practiced after understanding the text to a certain extent, and the number of re-readings should be random.

1. 3 RR promotes the effective use of cognitive resources

RR is important for learners because it enhances reading fluency and comprehension. To provide a concrete example, although cognitive resources, which require limited amounts of mental power and concentration, are required for comprehension during reading, many learners tend to use cognitive resources for subordinate processes, such as decoding words and identifying syntactic constructions. RR enables learners to automatize subordinate processes and gradually direct cognitive resources to comprehension. Kadota and Noro (2001) discussed the importance of the manner of using cognitive resources by proposing that readers need to automatize the process of decoding words and use cognitive resources for understanding to read fluently. However, many learners experience difficulty in this regard because they cannot decode words automatically and are forced to waste cognitive resources for decoding. As a result, cognitive resources for understanding are reduced, which leads to reduced reading

fluency. As Kadota, Noro, and Shiki (2010) described, the automaticity of the subordinate processes enables learners to improve reading comprehension. In addition, Ito (2016) stated that beginners are forced to waste cognitive resources for understanding the components of language, such as vocabulary and grammar, and, thus, cannot pay attention to the entire story of a passage. According to Stanovich (1980), good readers identify words naturally and rapidly; by contrast, poor readers are slow to recognize words and tend to depend on context to access the meaning of words. Horiba and Araki (2002) mentioned that one's reading ability includes not only the knowledge of vocabulary and grammar but also the effective use of working memory for such knowledge. In other words, slow reading prevents readers from retaining their memory of the content. Ito (2016) argued that readers should read rapidly before the text already understood disappear from working memory to understand the association between the text and the writer's intention. Thus, the automaticity of the subordinate processes, such as reading or decoding words, is essential for improving reading fluency and comprehension. In this regard, RR can be an effective activity for enhancing automaticity.

1. 4 A positive balance between reading fluency and extensive reading

Comparing between RR and ER can point to clear reasons why RR is required to improve the reading skills of learners. Moreover, RR and ER should be combined because each one has its advantages. According to Matsui and Noro (2010), a 10-minute ER for junior high school students improved reading fluency and developed intrinsic motivation. In addition, Tanaka and Stapleton (2007) mentioned that a 5-month treatment of ER for high school students can enhance reading speed. In the case of ER, learners can freely select materials according to their interest. In addition, in contrast to RR, learners read new materials without reading repeatedly, such that they experience enjoyment in reading and maintain high levels of motivation. However, in cases where the subordinate skills of reading and the knowledge of vocabulary and grammar are insufficient, learners experience difficulty in reading in large amounts and enjoying reading, which makes continuing the process difficult. As Taguchi (2003) mentioned, slow readers cannot read efficiently; thus, they lose focus on obtaining information, which is the primary purpose of reading. In other words, reading becomes less enjoyable for them. Consequently, reading a large quantity is difficult for slow readers, and, in many cases, they are unable to improve reading, which indicates that ER may not always be effective. In addition, the possibility of seeing the same words, expressions, and sentence structures repeatedly in ER is small, unless readers read considerable amounts of text, which is insufficient for promoting reading fluency. Leroux (2016) stated that "if the same words are met repeatedly, then the cognitive resources allocated to decoding are reduced or minimized, which promotes automaticity" (p. 14). In other words, other activities should be practiced to enhance the reading skills of learners. Therefore, the use of RR should be considered.

Kadota et al. (2010) suggested that teachers provide learners with ample opportunities to read the same text repeatedly to deepen their understanding and absorb the components of language. Furthermore, Taguchi, Takayasu-Maass, and O'Neill (2004) stated that RR improves the underdeveloped word recognition skills of ESL/EFL readers; it may be more efficient than ER because it facilitates comprehension by allowing learners to re-read and transfer practice gains by reading new passages. In addition, Kadota and Noro (2001) implied that RR will be effective because the majority of Japanese

junior high and high school students cannot recognize words naturally. In RR, learners see the same words, expressions, and sentence structures repeatedly; hence, they are able to train their subordinate skills efficiently. Furthermore, as previously mentioned, textbooks for junior high and high school students organize vocabulary, expressions, and grammar; therefore, their subordinate skills in reading are enhanced step-by-step. Undergoing this process enables learners to enjoy and do ER. In other words, RR can serve as a good bridge to ER. Taguchi, Takayasu-Maass, and Gorsuch (2004) mentioned that “RR has the potential to rival and strongly facilitate ER as a means of fluency building, allowing FL/L2 learners to become independent readers.”

1. 5 Issues of RR

What are the influencing factors associated with the lack of sufficient practice of RR in Japanese classrooms? Various reasons are plausible; however, the current study focuses mainly on the concentration and motivation of learners for RR. As Taguchi, Gorsuch, Takayasu-Maass, and Snipp (2012) cited, RR may lead to boredom and demotivation. Kusui (2011) also stated that reading aloud tends to become a monotonous activity. Therefore, the concentration and motivation of learners for RR tend to decrease with each reading. Evidently, teachers encourage learners to continue reading; however, in many cases, learners only make sounds when reading aloud, although they appear to be reading seriously. When reading silently, motivating learners and maintaining their concentration are difficult for teachers because learners are familiar with the content. Moreover, formulating tasks and questions to encourage them to read seriously again is challenging. Although serious learners read the same passage repeatedly, reading will remain ineffective if their levels of motivation and concentration are low. In addition, teachers may opt for other methods apart from RR despite the evident need for more RR if they observe low levels of motivation and concentration among learners. The reason behind this notion is that the attitudes of learners strongly affect teachers. Based on personal experience, Kanatani (2017) stated that if learners in his class react unfavorably to the repetition of the same activity, he may cancel a similar future activity. This type of situation frequently occurs in classes. To change these two cases, where the practice of RR in classrooms is insufficient, the study suggests that a better method for encouraging RR should be devised.

1. 6 What are ECAs?

The study puts forward ECAs as a strategy for addressing the abovementioned problems regarding RR. ECAs are activities through which learners determine and correct several errors embedded in the text as they read. Based on the suggestions by Shizuka (2002) and Matsushita (2012) about a test through which learners identify and correct several errors embedded in the text, these activities are devised to engage students in RR. The main objective of the activities is to maintain or enhance the concentration and motivation of learners for RR. Passages should contain more than 300 words because a shorter passage facilitates the memorization of text and identification of error without adequate thought. Teachers make and embed errors in the text based on their intention. Such errors are mainly related to the content of the passage and easily identifiable if learners follow the content properly. With reference to the concept by Shizuka (2002), the study presents several examples of appropriate errors, such as

antonyms: changing “happy” to “sad”; conjunctions: changing “but” to “so”; denial: adding or omitting “not”; and amount: changing “many” to “few.” Grammatical errors, such as errors of tense and word form, can also be used, although such errors are rare. Appendix B provides concrete examples of these errors. The number of errors is not fixed; however, roughly five errors should be appropriate for one passage. The basic procedure is to disseminate the passage, give a brief explanation, such as allocated time and number of errors, and signal the start of reading. These activities are versatile, i.e., learners need to read rapidly if a short time limit is provided but read repeatedly without a time limit until they find the errors. In addition, these activities can be practiced by reading silently and aloud. Moreover, they can be conducted intensively using dictionaries as learning tools. The type of ECAs that should be implemented is dependent on the intention of the activity.

1. 7 How can ECAs help?

Ishihara (2002) conducted a study on junior and senior high school students and found that many of them confirm the usefulness of reading aloud but comment that it is boring and troublesome. In many cases, the concentration and motivation of learners for RR decrease as they read the same material repeatedly. Therefore, goals and competition should be considered to address this issue. Dörnyei (2001) stated that setting specific and short-term goals can help learners in structuring the learning process, which is particularly important in learning a subject, such as a second language. The goal of ECAs is specific and short-term. Moreover, Dörnyei (2001) argued that “the opportunity to compete can add excitement to learning tasks.” Hiromori (2015) agreed by saying “competing can make an activity motivating.” In this regard, ECAs can be competitive because learners can compare the numbers of errors they can identify in the activities. Based on these two points, ECAs are effective for promoting RR.

2. Research Question

Previous studies suggest that RR is a promising method for improving reading fluency and comprehension; however, learners find difficulty in maintaining concentration and motivation for RR due to its boring and monotonous nature. Moreover, other scholars propose that ECAs can be reasonably effective means to encourage RR in classrooms because they present clear goals and promote competition. To examine this effectiveness, the current study collected data from learners and posed the following research questions from which the questionnaire was formulated.

Research Question 1: Can ECAs enhance the concentration and motivation of learners for RR in classrooms as they cope with ECAs?

Research Question 2: Does the knowledge that learners will be doing an ECA after RR increase their concentration and motivation while doing RR?

3. Method

3. 1 Participants

The participants in this research comprised 41 Japanese students from an all-boys high school located

in Hokkaido. They were 12th-grade students aged from 17 to 18 years and were learning English for at least 6 years at the time of the study. In summary, their English proficiency level was high for high school students, where the majority of them acquired at least grade 2 in the Practical English Proficiency Test (EIKEN). Their average score for the Listening and Reading Test of the Test of English for International Communication was 630.24. Specifically, their average scores for the listening and reading sections were 328.17 and 302.07, respectively. In other words, their level of proficiency in English is beyond the B1 level of the Common European Framework of Reference. Regarding them as beginners or slow readers is difficult; however, they remain unable to fully automatize their subordinate processes especially when reading English texts with unfamiliar expressions and difficult sentence structures. Hence, the study considered them appropriate subjects of research. They learned English in the same classroom and performed ECAs several times from April 2017 to December 2018.

3. 2 Procedure and materials

Before the survey was conducted on December 15, 2018, RR sessions and ECAs were continuously practiced from April 2017 to December 2018. For the RR tasks, the students read the same materials repeatedly inside and outside the classroom after understanding the content to a certain extent. They were encouraged to read in various ways of reading, such as silently, aloud, with an audio model, and speed reading. Moreover, they were encouraged to pay attention to content as they read. They were instructed to read one material at least 10 times to absorb the various elements of the English language and automatize the decoding of words and syntactic processes to enable fluent reading. ECAs were mainly practiced in class after RR. In some cases, the students were informed that an ECA will follow shortly after RR (i.e., an interval of 10 min). Within this interval, they practiced RR individually or with other classmates under the supervision of a teacher. Many methods can be used to conduct ECAs, such as with a time limit, without a time limit, and with reference to a dictionary (with permission from the teacher). However, for the majority of the time, ECAs with a time limit were practiced because they are time-efficient and encourage rapid reading. After each ECA, learners compare their scores with those of other students. One point is awarded for each error identified, and another point is awarded for each error corrected. Specifically, if five errors are presented in one material, then the full score is 10. Indirectly, low scores may indicate insufficient RR. Therefore, students with low scores are encouraged to conduct more RR.

A suitable questionnaire related to RR does not exist. Therefore, the study formulated a new one (Appendix A) based on a preliminary survey on ECAs. The questionnaire included open-ended questions on the impression of students about the practice of ECAs in the classroom. Moreover, the study referred to a questionnaire developed by Ushiro (1995).

The questions were intended to measure the levels of concentration and motivation of learners for RR in four types of reading, namely, reading aloud, reading silently, reading aloud repeatedly, and with ECAs. Questions 1, 4, 6, 9, 11, 13, 18, and 23 compared the levels of concentration of students for RR and the extent to which learners can retain their attention on the content using the abovementioned types of reading. Questions 31 and 32 were intended to determine the motivation of the students in the process of performing ECAs, whereas questions 36, 37, 38, and 39 measure the levels of concentration and

motivation of students for RR before performing ECAs. Finally, questions 42, 43, and 44 are open-ended questions that solicit the opinions of students about ECAs.

The questionnaire was conducted in a classroom one day (December 15, 2018), and the participants rated the 41 statements using a six-point Likert-type scale (i.e., ranging from 1 = strongly agree to 6 = strongly disagree) and answered the three open-ended questions. Learners were requested to indicate their levels of concentration and motivation as they were reading aloud, reading silently, reading aloud repeatedly, and performing ECAs. The participants were previously engaged with ECAs for several times using various materials and styles. Appendix B provides an example of the materials, which was derived from “Cutting Edge 2 2018” (Ikegami, 2018) and was originally a part of a past university entrance examination. The passage is composed of 655 words with a time limit of five minutes. The learners were asked to identify and mark errors and make the corrections on the material directly. The material contained five errors, namely, “nowhere” (line 5) should be changed to “anywhere,” “increases” (line 15) to “decreases,” “in” (line 20) to “from,” “does not provide” (line 37) to “provides,” and “vulnerable” (line 46) to “stronger.” After five minutes, the learners were given the answers to note how many errors they identified and corrected.

The study calculated, compared, and analyzed the mean and standard deviation of data based on the responses to the questionnaire.

4. Results

4. 1 Research Question 1

The results revealed two points to address Research Question 1. First, learners tend to retain their attention on the content more easily during ECAs compared with reading English passages without errors. Table 1 indicates the average scores on a question regarding the extent to which learners retain their attention on the content while reading aloud, reading silently, reading aloud repeatedly, and doing ECAs. The question was “while you read aloud, read silently, read aloud repeatedly, and do an ECA, you sometimes read the passage without paying attention to the content” (Appendix A). The higher the scores for these items, the more the learners retained their attention on the content. Compared with the four average scores, the average score for ECAs was 4.76, which is the highest. In other words, learners can concentrate on the content most effectively as they perform ECAs.

In addition, Table 2 presents the scores for the statement “you sometimes read the passage without thinking while reading aloud, reading silently, reading aloud repeatedly, and doing ECAs.” Similar to the previous result, the average score for ECAs was 4.85, which was the highest among the four types of

Table 1
To what extent learners can keep their attention on the content

Group	<i>N</i>	<i>M</i>	<i>SD</i>
reading aloud	41	3.02	1.13
reading silently	41	4.24	1.18
reading aloud repeatedly	41	2.49	1.03
ECA	41	4.76	1.30

reading. In summary, this result indicates that learners can retain their concentration the most as they perform ECAs.

Table 2
To what extent learners read with some intention

Group	<i>N</i>	<i>M</i>	<i>SD</i>
reading aloud	41	3.07	1.19
reading silently	41	4.29	1.10
reading aloud repeatedly	41	2.51	1.12
ECA	41	4.85	1.31

With respect to motivation, the results for statements 31 and 32 reveal that ECAs can contribute to enhancing motivation for RR. Table 3 illustrates the data from statements 31 and 32, that is, “you are motivated to read eagerly because you can discover how many errors you can find, and the goal of finding errors increases your motivation for reading as you perform ECAs.” Data from statement 31 present a mean of 2.34, where 85.3% of the participants selected “strongly agree,” “agree,” or “slightly agree.” Similarly, data from statement 32 present a mean of 2.39, where 82.9% of the participants responded with “strongly agree,” “agree,” or “slightly agree.”

Table 3
Whether the motivation for reading goes up while doing ECAs

Statements	<i>N</i>	<i>M</i>	<i>SD</i>
While doing an ECA, you are motivated to read eagerly because you can discover how many errors you can find.	41	2.34	1.11
While doing an ECA, the goal of finding errors increases your motivation for reading.	41	2.39	1.09

In addition, responses to the three open-ended questions on ECAs indicate that ECAs can boost the levels of concentration and motivation of learners for reading. Ten participants mentioned that they intended to pay more attention to the content during ECAs, whereas seven participants reported that they were highly motivated to read during ECAs.

4. 2 Research Question 2

Research Question 2 pertains to whether ECAs can be a catalyst for RR before the students are informed of upcoming ECAs. Four statements are valid for Research Question 2. Two of them pertain to whether learners pay more attention to the content of a passage as they read aloud and read silently before an ECA, given that they were informed about the ECA after reading (statements 36 and 37). The two other statements denote whether the motivation for reading aloud and silently before an ECA will be enhanced if they are notified about performing an ECA (statements 38 and 39). Data from the four

statements reveal that ECAs can be a catalyst for RR.

The result in Table 4 clearly suggested that although the students paid more attention to the content of the material as they read aloud and silently before an ECA, their motivation for reading increases.

Specifically, 22 (53.7%) and 12 (29.2%) participants strongly agreed and agreed, respectively, that as they read aloud before an ECA, they pay more attention to the content of the reading (statement 36). In the same manner, as many as 24 (58.5%) and 11 (26.8%) participants strongly agreed and agreed, respectively, that as they read silently before an ECA, they pay more attention to the content of the reading (statement 37). With respect to motivation, 38 participants (92.7%) to one degree or another agreed that their motivation for reading increased as they read aloud before an ECA (statement 38). Moreover, 38 participants (92.7%) more or less agreed that their motivation for reading increased as they read silently before an ECA.

According to data from the open-ended questions, four participants reported that ECAs positively influenced their reading before an ECA. For example, their concentration on reading before an ECA increased, whereas the quality of their reading before an ECA also improved.

Table 4
Whether ECAs can be a catalyst for RR when learners are told they will do an ECA.

Statements	<i>N</i>	<i>M</i>	<i>SD</i>
If you are told that you will do an ECA, you pay more attention to the content of a material while reading aloud before doing the ECA.	41	1.68	0.88
If you are told that you will do an ECA, you pay more attention to the content of a material while reading silently before doing the ECA.	41	1.61	0.86
If you are told that you will do an ECA, your motivation for reading aloud before doing the ECA will be enhanced.	41	2.15	1.01
If you are told that you will do an ECA, your motivation for reading silently before doing the ECA will be enhanced.	41	2.05	1.16

5. Discussion

According to the obtained data, learners paid more attention to the content of the material they are reading before performing ECAs compared with reading a material without errors. Especially, as learners read aloud, paying attention to the content became increasingly difficult for them compared with reading silently and performing ECAs. The reason for this notion is that with reading aloud, learners tend to focus on articulating words; consequently, less cognitive resources are used to follow the content. This finding implies that practicing verbal skills is required before reading a material keeping their attention on the content. In addition, informing learners of the purpose of reading aloud is necessary. In general, teachers set certain measures to limit the time given for reading aloud, such as a time restriction, given that class time is limited. In this manner, learners are forced to read more rapidly. As a result, they fail

to understand the content as they read aloud. This scenario implies that students can better focus on the content even if they are unable to finish reading the material by reducing the burden on word pronunciation, such as reading silently. ECAs are encouraged because they enable learners to focus more on the content compared with silent reading, and ECAs provide learners with a clear objective: to identify errors. In other words, concentrating during silent reading is difficult. Although learners can read silently or aloud during ECAs, they are forced to focus on the content. Otherwise, they would be unable to identify errors.

ECAs also provide learners with further motivation for RR. As previously mentioned, RR is effective for improving the reading comprehension and fluency of learners, although the process is monotonous, such that the levels of concentration and motivation of students for RR decrease with increased repetition. Thus, ECAs can be a solution to this problem because learners can practice RR with sustained high levels of concentration and motivation. Teachers frequently cite the importance and objective of RR, such as “RR is important for improving reading” and “please picture the content while reading.” However, in many cases, such guidance remains insufficient. Evidently, a clearer and more encouraging method is required, which can be attained with ECAs. Certainly, several activities can promote RR, such as retelling and summarizing. Such techniques are undeniably effective. Similarly ECAs function as a type of activity that can be used to encourage RR. Importantly, ECAs are more easily practiced because teachers make minimal changes to a text for reading, i.e., introduce errors for learners to identify. For busy teachers, this method is time-efficient.

Moreover, the results suggest that ECAs can be a catalyst for RR. In other words, by practicing ECAs, RR before doing an ECA can be greatly encouraged. For example, when learners are informed that an ECA will be conducted in 10 min, they will do their best to read repeatedly before the ECA. The reason underlying this notion is that each ECA provides learners with a clear and immediate result, such as the number of errors they can find. Therefore, many of them will aim to find more errors than their peers, which is similar to a game. In summary, ECAs can be an effective means of RR and can be a catalyst for promoting RR. Consequently, practicing ECAs ultimately contributes to the improvement of the reading comprehension and fluency of learners.

From the teacher’s perspective, the positive attitude of learners toward RR due to the use of ECAs promotes teachers’ willingness to increasingly practice RR in the classroom. In addition, ECAs are practical activities because the teachers only need to prepare text data and introduce appropriate errors, which is a very favorable point for teachers.

6. CONCLUSION

The present study examined whether ECAs can activate the concentration and motivation of learners for RR in class. The data indicate that ECAs have the potential to enhance concentration on the content of the reading material and motivation for RR among learners. The findings suggest that ECAs should be introduced in class to encourage more RR, which promotes the automaticity of learners’ subordinate processes of reading. Such activities encourage learners to read fluently. As a result, they can read a lot without difficulty. Especially in the early stage of English learning, ECAs as well as RR should be

emphasized. With the improvement in subordinate processes, ER should be gradually introduced in class, which will subsequently increase the coverage of ER. Consequently, the reading fluency and comprehension of students will be enhanced. In other words, ECAs as well as RR are valuable links from word-by-word translations and thorough explanations of grammar to ER. Based on these findings, the study proposes that ECAs are ideal for teachers and learners alike.

Another advantage of ECAs is their practicality and versatility. In many cases, teachers are busy with various tasks. Therefore, they may be unlikely to allocate sufficient time to elaborate new teaching materials and to prepare for class. Thus, practicing ECAs is easy because all teachers should do is to introduce appropriate errors and embed them in the text file. Moreover, ECAs can be practiced using various methods and at various stages of the comprehension of learners. By setting time restrictions, learners are forced to read quickly, which increases their absorption of the reading content. Conversely, by providing sufficient time to read and giving permission to use a dictionary, learners can be encouraged to read thoroughly. ECAs can be introduced as a test, which promote learners' RR outside the classroom as they prepare for the test. Another possible scenario is that learners make their own ECAs (that is, their own "errors"). Afterward, teachers collect and review the learner-made ECAs and provide feedback. This activity is similar to one that encourages learners to make a test. In this manner, ECAs are relatively beneficial and should be added to every English curriculum as one of many activities that can promote RR.

The study has its limitations. First, the number of participants is small, and the backgrounds of the participants are similar. Therefore, additional research on other subjects with a larger sample size and with different backgrounds in English learning should be conducted. Furthermore, ECAs have enormous potential for enhancing English learning. Therefore, studies should be conducted on the different uses of ECAs, such as for testing and promoting silent and rapid reading, especially among diverse groups of learners.

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Appendix A

Extract of questionnaire

1 = Strongly agree	2 = Agree	3 = Agree a little
4 = Disagree a little	5 = disagree	6 = Strongly disagree

When you read aloud in class a passage whose contents you already understand,

- 1 you sometimes read the passage without paying attention to the content.
- 4 you sometimes read the passage without thinking.

When you read silently in class a passage whose contents you already understand,

- 6 you sometimes read the passage without paying attention to the content.
- 9 you sometimes read the passage without thinking.

When you repeatedly read aloud in class a passage whose contents you already understand,

- 11 you sometimes read the passage without paying attention to the content.
- 13 you sometimes read the passage without thinking.

While doing an ECA,

- 18 you sometimes read the passage without paying attention to the content.
- 23 you sometimes read the passage without thinking.
- 31 you are motivated to read eagerly because you can discover how many errors you can find.
- 32 the goal of finding errors increases your motivation for your reading.

If you are told that you will do an ECA,

- 36 you pay more attention to the content of a passage while reading aloud before doing the ECA.
- 37 you pay more attention to the content of a passage while reading silently before doing the ECA.
- 38 your motivation for reading aloud before doing the ECA is enhanced.
- 39 your motivation for reading silently before doing the ECA is enhanced.

Please feel free to write down your comments about the following points of ECAs.

- 42 The good points of ECAs.
- 43 The bad points of ECAs.
- 44 Any comments and suggestions about ECAs.

Appendix B

Extract of errors from the passage

1 In Australia, there are more than one million species of plants and animals, many of which are found nowhere else.

In Australia, there are more than one million species of plants and animals, many of which are found anywhere else.

2 In other words, if its population decreases, this means that the rest of the ecosystem is in trouble.

In other words, if its population increases, this means that the rest of the ecosystem is in trouble.

3 In spite of a long history of koala protection, the population of koalas is steadily decreasing today.

Since European settlement, clearing of habitats for agriculture combined with hunting, diseases, bushfires and so on has resulted in a low population level.

In spite of a long history of koala protection, the population of koalas is steadily decreasing today.

Since European settlement, clearing of habitats for agriculture combined with hunting, diseases, bushfires and so on has resulted from a low population level.

4 Eating eucalyptus leaves, though, does not provide much energy.

Eating eucalyptus leaves, though, provides much energy.

5 Stress, injury, or lack of food may make koalas vulnerable to disease.

Stress, injury, or lack of food may make koalas stronger to disease.

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