Reading in a Foreign Language
ISSN 1539-0578

October 2024, Volume 36, No. 1
pp. 1–34
https://hdl.handle.net/10125/67475

Investigating the Implementation of Extensive Reading in Four Asian Countries

Mintra Puripunyavanich
Chulalongkorn University
Thailand

Rob Waring
Extensive Reading Foundation

Abstract

This study reports how extensive reading (ER) teachers implemented ER and used reading materials at institutions in formal educational systems in Japan, Mongolia, Thailand, and Vietnam. 259 participants completed an online questionnaire. The results revealed that ER was mainly required and done online in Japan and Mongolia while it was optional but recommended and mainly paper-based in Thailand and Vietnam. The majority of the participants assessed their students' reading and did post-reading activities. The top three sources of funding came from the participant's school, the students, and the use of free materials. About 40% of the responses indicated the use of graded reading materials and 60% were the use of non-ER materials such as picture books, native novels, textbooks or academic works, despite the vast majority of their students being intermediate level or lower. The implications and limitations of these findings are discussed to highlight proposals for future studies.

Keywords: extensive reading, implementation of extensive reading, reading materials, EFL teachers, Asia

Extensive reading (ER), the practice of reading large amounts of content for pleasure without an immediate instructional goal, has been found to have profound impacts on language acquisition, cognitive abilities, knowledge construction, and reading attitudes (e.g., Day & Bamford, 1998; Hidayati et al., 2022; Krashen, 1989; Nation & Waring, 2020; Robb & Ewert, 2024). The positive impacts and benefits of ER on the learning of a foreign language are well-known and well-documented (e.g., Nation & Waring, 2020; Robb, 2022; Robb & Ewert, 2024) and as a result, ER is practiced in language classes in many EFL countries (Chang & Renandya, 2017; Hidayati et al., 2022).

Several studies have been conducted to explore teacher knowledge and their perceptions of ER (e.g., Chang & Renandya, 2017; Macalister, 2010; Puripunyavanich, 2022; Thongsan & Waring, 2024; Waring & Chu, 2017; Waring & Husna, 2019; Waring & Vu, 2020). These studies show that although teachers have positive attitudes toward ER, some of the important aspects of ER are not always implemented by teachers even after attending ER training courses

or after having read about ER. Several other studies also reveal challenges in setting up an ER program (Thongsan & Waring, 2024; Waring & Chu, 2017; Waring & Vu, 2020) and the challenges of implementing ER in class (Chang & Renandya, 2017; Macalister, 2010; Renandya et al., 2021; Waring & Husna, 2019). However, none of these studies systematically report how ER is implemented in the wider context beyond their own classroom and local context, which is the focus of this study. Also, there is currently no comparative overview of ER practitioners' implementation of ER on a country-by-country basis. This study highlights the implementation of ER in formal educational settings in Japan, Mongolia, Thailand, and Vietnam. The reason for selecting these four countries is provided in the Participants section below.

Literature Review

Before we examine how ER is implemented, we need to clarify how ER is often operationalized. Waring and McLean (2015) propose a distinction between the core and variable dimensions of ER. Fluent and sustained comprehension of text, a large amount of reading material, and reading longer texts over extended periods of time are the core requirements of an ER program. In this study, we refer to ER as the sustained fluent comprehension of massive amounts of text read for meaning. The variable components of an ER program are optional choices about how ER might be implemented and assume the presence of the core elements. Examples include whether the ER is required or optional, whether it is conducted in class or at home, whether it is assessed or not, whether there are post-reading activities or not, whether digital or paper-based graded or non-graded materials are used, and the degree of freedom students have to select materials, among others. We will now review some of the issues concerning how ER is often operationalized.

Teachers' Implementation of ER in Previous Studies

The ways ER is reported to be implemented act as a proxy for how a teacher conceives ER in terms of how closely they adhere to the core elements of ER, and whether they assess ER, what follow-up activities are done, and what materials are used. Chang and Renandya (2017) conducted a survey with 119 foreign language teachers in 11 Asian countries and found that those teachers had positive perceptions of the effectiveness of ER in developing the students' overall language competence. The data from Vietnamese teachers in Waring and Chu (2017) and Waring and Vu (2020) also revealed that most teachers had positive attitudes toward ER. Similar to the findings from Vietnam, Thongsan and Waring (2024) reported that teachers in Thailand had positive attitudes toward ER, acknowledging its benefits, especially in improving students' motivation to read. Another study in Thailand by Puripunyavanich (2022) indicated that support from the administrators, an ER program coordinator, and class teachers were crucial factors that contributed to the success of the ER program's implementation. In line with this, Ewert (2017) proposed creating supportive systems in educational institutions, such as providing ER resources and facilitating professional development workshops to mitigate practical concerns. She also found that teachers' attitudes play a pivotal role in the effective ER implementation in classrooms and targeted interventions can help foster positive views toward ER.

Assessment in ER

Beglar (2013) highlights three ways ER studies report the implementation of assessment practices in ER. The *no assessment* position suggests that assessing the reading could demotivate students to read and makes ER an unpleasant experience. To avoid this, some ER scholars (e.g., Day & Bamford, 1998; Krashen, 2009) propose that post-reading activities should not be required and students should not be tested on the reading. The second approach was to assess *factual information* such as ensuring that the students actually read and understand the materials mostly to determine if the course requirements have been met. Beglar's third category refers to the studies where *"assessment is not mentioned"* (Beglar, 2013, p.7).

Although some researchers suggest that assessing the reading in ER programs may be optional (Waring & McLean, 2015), it is commonly found that many students will not read if their reading effort is not assessed in some way (Nation & Waring, 2020). The notion that students should read without being tested, or just for pleasure, has reduced the likelihood of making ER compulsory in the school curriculum (Robb & Ewert, 2024). They propose that this policy might lead to little ER being done or completely dismissed. Robb and Kano (2013) suggest assessing the reading holds students accountable for their reading. Studies in Thailand also indicate that requiring ER as a part of the courses and allocating scores to ER activities motivate students to read more (Puripunyavanich, 2021; Tamrackitkun, 2010). For ER programs with reluctant readers, Chang and Renandya (2017) suggest giving external incentives to get students started reading and encourage them to do independent reading. In Vietnam, teachers recognized the value of integrating ER into their classrooms and assessing it through various methods, e.g., writing reports and discussing student reading (Waring & Chu, 2017).

Post-Reading Activities

Post-reading or follow-up activities can be used as methods of assessing the reading and to extend the reading to develop other skills or language knowledge. Thongsan and Waring (2024) found that a majority of Thai teachers thought follow-up activities should be conducted to assess the reading. They also suggest doing follow-up tests or activities to make sure that students complete their reading, feel motivated to read more, and to monitor their reading comprehension level. Post-reading activities come in many forms such as writing brief summaries of the reading (Bui & Macalister, 2021; Nguyen, 2021), short book reviews (Puripunyavanich, 2021), and short summaries of the book the students had read (Takase, 2007; Tamrackitkun, 2010). Other post-reading activities include oral book reports by the teacher and the students (Tamrackitkun, 2010) and a short oral presentation or reflection (Sek et al., 2021). Taking post-reading quizzes (Nandintsesteg & Ariunaa, 2020; Puripunyavanich, 2021; Tantipidok, 2023) and answering 4–5 comprehension questions (Sek et al., 2021) have also been used. Some ER practitioners reject the use of ER follow-up activities because they take time away from reading. However, Stoeckel et al.'s (2012) study indicates that assessing students' reading through short comprehension quizzes did not affect Japanese university students' reading attitudes (comfort, anxiety, practical value, and linguistic value) of the treatment group who also benefited from the reading.

Materials Used in ER Programs

The selection of materials can significantly affect how much students can benefit from their ER. If the materials are inappropriate in terms of level, age or interest, the ER will be less effective. As most English learners are unable to read non-graded materials fluently, most ER programs use graded readers as the default reading material (Macalister, 2015). Paper graded

readers are used in several ER programs in Thailand (Charumanee, 2014; Tamrackitkun, 2010; Wisaijorn, 2017), Japan (Aka, 2019; Nishizawa et al., 2010; Takase, 2007) and Vietnam (Do & Dinh, 2020; Nguyen & Baker, 2023). Online graded readers are also utilized in some ER programs in Japan (Cote & Milliner, 2015), Thailand (Chanthap & Wasanasomsithi, 2019; Puripunyavanich, 2021; Tantipidok, 2023), and Mongolia (Nandintsesteg & Ariunaa, 2020). Non-graded reading materials such as non-fiction articles from online news websites like National Geographic, the BBC, and CNN are also used in some ER programs (Pongsatornpipat, 2021, 2022).

The above has reported how ER is implemented in isolated cases in Asia. The short review shows the lack of a uniform approach to the implementation of ER which suggests that either ER is conceived of differently by individual practitioners or it is implemented differently due to their local circumstances.

Research Questions

This study seeks to highlight how ER is implemented in four Asian countries by answering the two following research questions:

1. How is extensive reading implemented in four Asian countries: Japan, Mongolia, Thailand, and Vietnam?
2. What materials are used?

Methodology

Research Design

This research employed a descriptive survey method to examine the characteristics of a certain population and measure what happened (Gray, 2014). An online questionnaire was conducted to answer both close-ended and open-ended questions related to the practice of ER. Due to space limitations, the data reported here are a subset of the larger questionnaire. Other research questions and their associated data from the larger questionnaire will be reported in Waring and Puripunyanavich (2024).

Research Context

This study researched the practice of ER in English as a Foreign Language (EFL) in Japan, Mongolia, Thailand, and Vietnam within formal education systems both public and private. An ER program in this study refers to any classroom practice that asks students to read extensively as defined above. This could range from a teacher casually bringing a few books into class for students to read voluntarily, to a required course involving large libraries (whether paper-based or digital) that spans a whole school, or school district, or anything in between. The program may have any kind of reading materials that allow students to read extensively and may, or may not, assess the reading directly or have follow-up activities.

Participants

Participants who self-declared themselves as extensive reading teachers, either currently or in the past, were included in this study and those who had not done ER were omitted from the

sample. Participation was entirely voluntary and anonymous and without remuneration. 383 teachers from 30 countries completed the full questionnaire. This study only presents a subset of the data from the full questionnaire from 259 teachers in the four Asian countries with a statistically reliable sample size suitable for comparison, namely Japan (n = 107, 41.31%), Mongolia (n = 74, 28.57%), Thailand (n = 49, 18.92%), and Vietnam (n = 29, 11.2%). 53.28% (n = 138) teach in university, 30.89% (n =80) in secondary school, and 15.83% (n = 41) in primary school. 54.44% of the participants have implemented ER for less than six years. 78.50% of the participants in Japan have implemented ER for more than five years while the majority of the participants in Mongolia (85.13%), Thailand (73.47%), and Vietnam (65.51%) have implemented ER for less than six years.

Sampling Methods

Convenience and snowball sampling methods were used to canvas over 4000 possible participants. Snowball sampling enabled the researchers to identify participants, mostly English teachers but not necessarily ER teachers, who would, in turn, help identify other EFL teachers to help with the study (Gray, 2014).

Research Instrument

The full online questionnaire comprised 95 items and was divided into eight parts: respondent's profile confirmation, background, understanding of ER, implementation of ER, reading materials, the issues faced by ER practitioners, the topics for future ER training, and the end of the survey. The questionnaire required participants to identify both core and variable elements of ER (Waring & McLean, 2015). The questionnaire was in English to ensure a consistence of response from respondents from various backgrounds. Due to space limitations, this study only reports the key results of Parts 4: The implementation of ER and 5: Reading materials (see Appendix A).

The Item Objective Congruence (IOC) was used by three renowned scholars who have collectively published hundreds of articles, several books, and supervised dozens of graduate students in ER and reading research to validate the questionnaire. To ensure the reliability of the questionnaire, Cronbach's Alpha was calculated as it measures internal consistency, showing how closely related a set of items are as a group (Cronbach, 1951). Nunnally (1978) suggests that values above 0.8 indicate good reliability. The Cronbach's value of 0.906 of the entire questionnaire indicates a high degree of internal consistency for the questionnaire items, suggesting that the research instrument is reliable.

Data Collection and Analysis

Prior to collecting the data, ethical approval from Chulalongkorn University's Research Ethics Review Committee for Research Involving Human Subjects was obtained.

The questionnaire was created on Google Forms and distributed online via word of mouth, emails and online postings on social media and websites from July to October 2023. The data in the quantitative items were analyzed by employing descriptive statistics to calculate percentage, means, and standard deviation via SPSS version 29. The qualitative data came from Item 5.5 in Appendix A, p.8 which was optional and asked the participants to type digital reading platform(s) that they used. The first author conducted the content analysis by coding

the data and then grouping the same responses together, then converting the data into percentages. The co-author verified the data analyzed by the first author.

Results

This section is divided into two parts. Part 1 presents the implementation of extensive reading in Japan, Mongolia, Thailand, and Vietnam, and Part 2 focuses on the materials used.

Part 1: The Implementation of ER in Four Asian Countries

The results in Part 1 answer *RQ1: How is extensive reading implemented in four Asian countries: Japan, Mongolia, Thailand, and Vietnam?* The results reveal how extensive reading is implemented, the status of extensive reading, the mode of extensive reading, the comparison between the reading goal and the amount of actual reading done, the percentage of extensive reading done in and out of class, assessment, and post-reading activities and the sources of funding.

How ER Is Implemented

The participants were asked to select all options that indicate how they do ER in their school. There were 434 responses from the 259 respondents. Overall, the results in Table 1 show that 43.09% of ER was done *as a part of the participants' classwork and homework*, 18.20% *as a dedicated ER class*, and 15.90% *in a book club or after school activity*. The majority of ER was done as a *part of the participants' classwork and homework* in three countries, including Japan (50.96%), Thailand (48.86%), and Vietnam (55.10%). However, in Mongolia, ER was mainly *done in a book* club or as *an after-school activity* (30.71%).

Table 1. *The Implementation of Extensive Reading in Participants' Schools*

How ER is done in participants' school	Japan *n* = 157	Mongolia *n* = 140	Thailand *n* = 88	Vietnam *n* = 49	Overall* *n* = 434
As a dedicated extensive reading class (*n* = 79)	21.02%	17.14%	18.18%	12.24%	18.20%
As a part of my classwork including homework (*n* = 187)	50.96%	26.43%	48.86%	55.10%	43.09%
As summer/holiday homework (*n* = 54)	15.29%	16.43%	5.68%	4.08%	12.44%
In a book club or after school activity (*n* = 69)	4.46%	30.71%	14.77%	12.24%	15.90%
As required reading not part of a class (e.g., as a department requirement) (*n* = 45)	8.28%	9.29%	12.50%	16.33%	10.37%

**Note:* The "Overall" value was calculated by dividing the total number of responses for each item into the total number of responses for the whole dataset (*n* = 434).

The Status of ER

56.37% of the ER was *mainly required* while 32.05% was *optional but recommended*. A much lower percentage of ER implementation was an *open choice to refuse* (11.58%). ER was *mainly required* in Japan (84.11%) and Mongolia (39.19%) while it was *optional but recommended* in Thailand (48.98%) and Vietnam (68.97%). See Table 11 in Appendix B.

The Mode of ER

53.28% of ER was done online while 46.72% was paper-based. ER was mainly done online in Japan (54.20%) and Mongolia (71.62%) while it was mainly paper-based in Thailand (73.47%) and Vietnam (51.72%). See Table 12 in Appendix B.

The Comparison between the Reading Goal and the Amount of Actual Reading Done Per Week

The amount of reading in this study was calculated by the reading time (in minutes) rather than the number of books as the different lengths, font sizes and the varying number of illustrations in the reading materials make it hard to count reliably across an ER program.

As teachers usually monitor their students' reading, they would know the amount of the reading their students do and whether the reading goals have been met. Table 2 presents a comparison between the reading goal and the amount of actual reading done per week as reported by the participants. The overall results reveal that the reading for *31–60 minutes per week* was the most common goal in the four countries (28.19%) and 24.32% of the participants thought that their students actually read *31–60 minutes per week*, showing the alignment of goal and reality. The second most popular goal was of *61–90 minutes* (21.62%) but the results show that only 12.74% of the participants thought that their students actually read within this range. 22.39% of the participants thought that their students actually read *21–30 minutes per week* and this range was the third most popular goal set.

In Japan, the goal of *31–60 minutes* was the most popular target (33.64%) and 31.78% of the participants thought that their students actually read within this range per week. In Mongolia, the goal of *21–30 minutes* was the most popular (28.38%), but 27.03% of the participants thought that their students actually read *between 31 and 60 minutes* per week. In Thailand, like in Japan, the goal of *31–60 minutes* was the most popular (28.57%), but 24.49% of the participants thought that their students actually read between *11–20 minutes* and *21–30 minutes*. In Vietnam, 24.14% of the participants did *not set goals* and thus did *not know* how much reading their students did per week. *I don't set goals*, and the two goals of *31–60 minutes* and *61–90 minutes* were equally popular in Vietnam and an equal number of participants (17.24%) thought that their students actually read within these two ranges of *21–30 minutes* and *31–60 minutes*.

Table 2. *The Comparison Between the Reading Goal and the Amount of Actual Reading Done Per Week (Minutes)*

Minutes/week	Japan *n* = 107		Mongolia *n* = 74		Thailand *n* = 49		Vietnam *n* = 29		Overall *n* = 259	
	Goal	Actual reading	Goal	Actual reading	Goal	Actual reading	Goal	Actual reading	Goal	Actual reading
5–10 minutes	0.00%	1.87%	6.76%	5.41%	8.16%	10.20%	0.00%	10.34%	3.47%	5.41%
11–20 minutes	2.80%	12.15%	6.76%	17.57%	22.45%	24.49%	10.34%	6.90%	8.49%	15.44%
21–30 minutes	6.54%	21.50%	28.38%	24.32%	14.29%	24.49%	3.45%	17.24%	13.90%	22.39%
31–60 minutes	33.64%	31.78%	22.97%	27.03%	28.57%	8.16%	20.69%	17.24%	28.19%	24.32%
61–90 minutes	31.78%	13.08%	13.51%	12.16%	12.24%	14.29%	20.69%	10.34%	21.62%	12.74%
91–120 minutes	7.48%	3.74%	10.81%	4.05%	0.00%	0.00%	6.90%	10.34%	6.95%	3.86%
120+ minutes	2.80%	0.93%	8.11%	8.11%	4.08%	0.00%	13.79%	3.45%	5.79%	3.09%

I don't set goals.	14.95%	N/A	2.70%	N/A	10.20%	N/A	24.14%	N/A	11.58%	N/A
I don't know. (for actual reading)	N/A	14.95%	N/A	1.35%	N/A	18.37%	N/A	24.14%	N/A	12.74%

The Percentage of ER Done Within Class Time

Table 3 presents the data for how much of the ER reading was done in or out of class. The data indicate that the percentage range of the *0–20% of the reading in class* (i.e., 100–80% out of class) received the highest responses (47.49%), suggesting that most reading was done outside class time in all four countries. By country, the *0–20%* range seemed to be the most popular range for doing ER in Japan (63.55%), Thailand (40.82%), and Vietnam (51.72%). However, 43.24% of the participants in Mongolia spent more time in class doing ER as they chose the range of *21–40%.*

Table 3. *Percentage of ER Done Within Class Time*

Percentage range	Japan *n* = 107	Mongolia *n* = 74	Thailand *n* = 49	Vietnam *n* = 29	Overall *n* = 259
0–20%	63.55%	27.03%	40.82%	51.72%	47.49%
21–40%	13.08%	43.24%	34.69%	24.14%	27.03%
41–60%	13.08%	17.57%	20.41%	13.79%	15.83%
61–80%	7.48%	8.11%	0.00%	3.45%	5.79%
81–99%	2.80%	2.70%	2.04%	6.90%	3.09%
100%	0.00%	1.35%	2.04%	0.00%	0.77%

Assessment

The majority of the participants (83.01%) assessed their students' reading in some way. By country, the data were 85.98% in Japan, 90.54% in Mongolia, 83.67% in Thailand, and 51.72% in Vietnam. See Table 13 in Appendix 3.

Overall, the data in Table 4 show that the top reasons for those who do assess ER were similar across the four countries. They felt that *students' effort should be acknowledged* (25.50%) and that *the teacher should make sure that students really read the books* (22.33%). There was broad alignment between the countries with *students may benefit from knowing how well they read* (18.17%) and *assessment data can be used for accountability purposes and when reporting to other teachers and the administration* (18.00%). There were differences between the number of participants who feel *we need to check comprehension* in Thailand (19.64%) and Japan (5.58%) suggesting differing approaches to assessment.

Table 4. *Reasons for Assessing ER*

Reasons for Assessing ER	Japan *n* = 269	Mongolia *n* = 166	Thailand *n* = 112	Vietnam *n* = 53	Overall *n* = 600
Students' effort should be acknowledged.	28.62%	20.48%	25.00%	26.42%	25.50%
We should make sure that students really read the books.	21.93%	23.49%	20.54%	24.53%	22.33%

We need to check comprehension.	5.58%	16.87%	19.64%	11.32%	11.83%
Students may benefit from knowing how well they read.	14.13%	22.89%	18.75%	22.64%	18.17%
Assessment data can be used for accountability purposes and when reporting to other teachers and the administration.	22.30%	16.27%	12.50%	13.21%	18.00%
Other	7.43%	0.00%	3.57%	1.89%	4.17%

Table 5 shows that 25.00% of the reasons why the participants did not assess the reading include *reading should be for pleasure*. Moreover, 19.35% of the responses indicate *students would not enjoy the reading if they were being assessed*, while 18.55% of the responses reported *we should not give the impression that everything needs to be tested*. 22.22% of the responses from Japan and 20% in Mongolia reported that *students would not enjoy the reading if they were being assessed*. Noticeably, 20% of the responses from Mongolia were that they *could not test each student's reading if they all read different texts* and that *their classes were too large* to make assessment practicable. This reason, however, did not seem significant in the other three countries. Noticeably, *I am too busy* or *have other responsibilities* did not seem to be the main reason for not assessing the reading.

Table 5. *Reasons for Not Assessing ER*

Reasons	Japan $n = 45$	Mongolia $n = 10$	Thailand $n = 18$	Vietnam $n = 51$	Overall $n = 124$
Reading should be for pleasure.	22.22%	20.00%	33.33%	25.49%	25.00%
Students would not enjoy the reading if they are being assessed.	22.22%	20.00%	16.67%	17.65%	19.35%
We should not give the impression that everything needs to be tested.	20.00%	10.00%	22.22%	17.65%	18.55%
We cannot test each student's reading if they all read different texts.	8.89%	20.00%	5.56%	13.73%	11.29%
All the time should be spent on reading.	8.89%	0.00%	5.56%	1.96%	4.84%
My class is too large.	4.44%	20.00%	11.11%	7.84%	8.06%
I am too busy, or have other responsibilities	4.44%	10.00%	5.56%	13.73%	8.87%
Other	8.89%	0.00%	0.00%	1.96%	4.03%

Post-Reading Activities

The majority of the participants (82.63%) did some kind of post-reading activities with 74.77% in Japan, 87.84% in Mongolia, 93.88% in Thailand, and 79.31% in Vietnam. See Table 14 in Appendix B.

Table 6 shows that no clear dominance of one type of activity in any country but overall, about 50% of the responses were to require some kind of productive task whether spoken or written.

The three most popular activities across the four countries were *oral reports* (26.11%), *writing* (23.21%), and *comprehension quizzes* (19.80%). Although doing *oral reports* seemed to be the most popular activity in Japan (32.47%), Mongolia (21.50%), and Vietnam (30.36%), it was the second most popular in Thailand (22.13%). *Writing* activities were the most popular in Thailand (22.95%) and Vietnam (30.36%). Besides doing *oral reports*, *taking a comprehension quiz* was equally popular in Mongolia (21.50%).

Table 6. *Post-Reading Activities that Teachers Do*

Post-reading activities	Japan *n* = 194	Mongolia *n* = 214	Thailand *n* = 122	Vietnam *n* = 56	Overall *n* = 586
Oral reports (e.g., presentation, group discussion, bibliobattle, mini plays acting the story, role playing a character, etc.)	32.47%	21.50%	22.13%	30.36%	26.11%
They take a comprehension quiz.	21.65%	21.50%	18.85%	8.93%	19.80%
Writing (e.g., written book review, poster, rewriting the story etc.)	24.23%	20.56%	22.95%	30.36%	23.21%
Reading circles (students read the same book but have different responsibilities such as the character analyzer, story summarizer, culture finder etc.)	7.22%	11.68%	6.56%	7.14%	8.70%
Language work (e.g., vocabulary building or grammar)	4.64%	15.89%	18.85%	14.29%	12.63%
Further study of the author/topic (e.g., learn more about the life of the author and/or topic of the reading)	3.09%	7.94%	8.20%	7.14%	6.31%
Other	6.70%	0.93%	2.46%	1.79%	3.24%

17.37% of the participants did not do post-reading activities. Table 7 shows that a lack of time (34.94%) was the number one reason for the participants not doing post-reading activities across all four countries. Considering post-reading activities as *not necessary* (20.48%) and having *too many students* (18.07%) ranked second and third on the list. In Vietnam, both *no time* (40%) and *too many students* (40%) ranked first. The majority of the participants who did not do post-reading activities did not seem to have problems with *unsuitable classrooms* or think that doing such activities was *not useful*. The results also show that *not necessary* did not seem to mean *not useful* as the number of responses for *not necessary* were quite high while those for *not useful* were quite low.

Table 7. *Reasons for Not Doing Post-Reading Activities*

Reasons	Japan *n* = 57	Mongolia *n* = 11	Thailand *n* = 5	Vietnam *n* = 10	Overall *n* = 83
No time	28.07%	63.64%	40.00%	40.00%	34.94%
Not necessary	26.32%	0.00%	0.00%	20.00%	20.48%
Not useful	7.02%	0.00%	0.00%	0.00%	4.82%
I do not assess the reading.	5.26%	0.00%	0.00%	0.00%	3.61%

Too many students	14.04%	18.18%	20.00%	40.00%	18.07%
Limited class space	1.75%	9.09%	20.00%	0.00%	3.61%
The classroom is unsuitable (e.g., unmovable classroom furniture)	5.26%	9.09%	0.00%	0.00%	4.82%
Other	12.28%	0.00%	20.00%	0.00%	9.64%

Sources of Funding

The participants were asked to select all options that applied to identify the sources of funding for their ER programs. There were 336 responses. Table 8 indicates that the top three sources of funding came from *my school* (33.33%), *the students* (23.81%), and *free materials* (20.54%). Noticeably, Japan was the only country where the majority of the ER programs were funded by the participant's school (55.04%). In Mongolia, *students* were the main source of funding (40.74%), while in Thailand (41.54%) and Vietnam (61.76%), the majority of the ER programs relied on *free materials*. Additionally, a significant number of teachers in Thailand (29.23%) had to fund their own ER programs. *School districts* or *local governments* rarely seem to fund ER programs showing a lack of investment in ER by those responsible for developing a school's curriculum.

Table 8. *Sources of Funding*

Who funds your ER program?	Japan $n = 129$	Mongolia $n = 108$	Thailand $n = 65$	Vietnam $n = 34$	Overall $n = 336$
Free materials are used.	4.65%	13.89%	41.54%	61.76%	20.54%
I do.	13.18%	14.81%	29.23%	11.76%	16.67%
My school	55.04%	22.22%	18.46%	14.71%	33.33%
Grant or sponsor	3.10%	6.48%	3.08%	5.88%	4.46%
School district/government	0.00%	1.85%	3.08%	0.00%	1.19%
The students	24.03%	40.74%	4.62%	5.88%	23.81%

Part 2: Reading Materials

The results in this section respond to RQ2: *What materials are used?* This part covers three topics: materials used in ER classes, decision makers involved in selecting the books the students read, and places for accessing reading materials.

Materials Used in ER Classes

The materials were categorized into four groups: *Group 1: Graded reading materials* (e.g., graded readers), *Group 2: Non-graded reading materials* (e.g., newspapers), *Group 3: Materials mainly used for intensive reading* (e.g., four skills textbooks), and *Group 4: Others.* The data from the main questionnaire not reported here, found that 97.7% of the participants were teaching students who were intermediate level or lower who would not be able to read *non-graded materials*, or *materials intended for intensive reading* fluently. Table 9 indicates overall that 40.69% of the responses show the practitioners used *graded reading materials*; however, it is deeply worrying that almost 60% of the responses report the use of *non-graded materials* or *materials mainly used for intensive reading* or *phonics readers* in their ER classes.

Note that these data refer to the percentages of the *types* of materials used, not the percentage of *time* that they were used. Worryingly, rather than using graded materials, for example, they preferred *picture books* (8.47%), *non-illustrated books* (6.13%), *newspapers or magazines* (6.33%), *academic books* (6.04%) or *phonics readers* (6.72%) or other seemingly inappropriate materials. These data were consistent across the four countries with relatively few differences, even in Japan.

Table 9. *Materials Used in ER Classes*

Materials	Japan *n* = 317	Mongolia *n* = 412	Thailand *n* = 193	Vietnam *n* = 105	Overall *n* = 1,027
1. Graded reading materials					
Leveled readers (stories that practice language patterns e.g., *I like books, I like pizza, I like...*)	9.15%	12.86%	8.29%	6.67%	10.22%
Graded readers (fiction or non-fiction books written for language learners)	30.60%	10.92%	12.44%	20.00%	18.21%
SRA system (a card-based reading program)	0.95%	2.67%	5.18%	0.95%	2.43%
An online reading program (e.g., Xreading, Raz-kids.com, Scholastic Kids Press, er-central)	14.83%	8.50%	6.22%	6.67%	9.83%
Total	**55.53%**	**34.95%**	**32.13%**	**34.29%**	**40.69%**
2. Non-graded reading materials					
Picture books (most of the page is a picture as in e.g., *The Hungry Caterpillar*)	7.57%	10.19%	8.81%	3.81%	8.47%
Non-illustrated books for young native speakers (e.g., *Harry Potter*)	8.20%	3.64%	6.22%	9.52%	6.13%
Magazines or newspapers	4.73%	4.13%	10.88%	11.43%	6.33%
Comics or manga	3.47%	4.85%	3.11%	2.86%	3.89%
Total	**23.97%**	**22.81%**	**29.02%**	**27.62%**	**24.82%**
3. Materials mainly used for intensive reading A typical 4 skills general English textbook	2.52%	8.74%	6.74%	7.62%	6.33%
A dedicated 'reading' textbook	3.79%	4.61%	3.11%	2.86%	3.89%
Test preparation materials (e.g., TOEIC) or previous tests	0.95%	7.04%	3.63%	5.71%	4.38%
My own materials (e.g., worksheets/articles from websites)	5.99%	5.34%	8.81%	8.57%	6.52%
Academic (subject) books or articles	2.52%	5.83%	9.84%	10.48%	6.04%

Total	**15.77%**	**31.56%**	**32.13%**	**35.24%**	**27.16%**
4. Others					
Phonics readers practicing sounds (e.g., *The fox is in the box.*)	3.79%	10.68%	5.70%	1.90%	6.72%
Other	0.95%	0.00%	1.04%	0.95%	0.58%
Total	**4.74%**	**10.68%**	**6.74%**	**2.85%**	**7.30%**

Decision Makers Involved in Selecting the Books the Students Read

Students in all four countries were the main decision makers for selecting the books that they read. The overall results in Table 15 in Appendix B indicate that *students* had freedom to choose which books to read in the majority of ER programs (45.17%) with the highest percentage in Japan (75.70%). However, *the teacher and students* mainly co-decided on which books to read in Mongolia (59.46%), Thailand (42.86%), and Vietnam (41.38%). Quite a significant number of the participants in Thailand (36.73%) and Vietnam (31.03%) reported that the *teacher* mainly decided on the books that their students read.

Places for Accessing Reading Materials

Table 10 illustrates that *an online reading website that can track student progress* (e.g., Xreading.com, er-central.com) was the most popular place (30.32%) where students accessed their reading materials, especially in Japan (39.05%) and Mongolia (31.29%). However, students in Thailand (23.40%) and Vietnam (23.64%) mainly accessed their reading materials from various reading websites. These results explain the high percentages of use of free materials in Thailand (41.54%) and Vietnam (61.76%) in Table 8 *Sources of Funding*. The school library was also another main place where students accessed their reading materials from in Vietnam (23.64%).

Table 10. *Places for Accessing Reading Materials*

Places	Japan $n = 169$	Mongolia $n = 147$	Thailand $n = 94$	Vietnam $n = 55$	Overall $n = 465$
A library in my classroom	8.88%	20.41%	12.77%	3.64%	12.69%
My personal collection of books	4.73%	10.20%	18.09%	18.18%	10.75%
The school library	36.09%	17.69%	22.34%	23.64%	26.02%
Our town/city library	1.78%	7.48%	2.13%	9.09%	4.52%
An online reading website that can track student progress (e.g., Xreading.com, ER-central.com)	39.05%	31.29%	19.15%	20.00%	30.32%
Various reading websites	5.92%	12.93%	23.40%	23.64%	13.76%
Other	3.55%	0.00%	2.13%	1.82%	1.94%

The participants who used digital reading platforms were also asked to identify the platforms that they used in an open answer format. Of all 175 teachers in the four countries, 45.14% (n = 79) used Xreading.com only, especially teachers in Japan (n = 50, 65.79%) and Mongolia (n = 26, 45.61%). However, only 11.54% (n = 3) used Xreading.com in Thailand and none in

Vietnam. A significant number of the participants in Thailand (*n* = 15, 57.69%) and Vietnam (*n* = 7, 43.75%) mainly used a variety of websites. Popular websites used in Thailand were *The British Council*, *BBC News*, and *Bangkok Post* while the websites used in Vietnam varied greatly. In Mongolia, 14.04% (*n* = 8) used the *lingors app*. *ER-central.com* was used by a few teachers in Japan (*n* = 5, 6.58%), Thailand (*n* = 1, 3.85%), and Vietnam (*n* = 3, 18.75%).

Discussion

The study's findings imply several key insights and trends regarding the implementation and impact of ER programs in Japan, Mongolia, Thailand, and Vietnam. It should be noted that this study reports the current situation of the implementation of ER but does not seek to speculate deeply on the causes or reasons for the descriptive data presented here.

Variation in the integration of ER programs is evident, with Japan, Thailand, and Vietnam primarily incorporating ER into classwork and homework, suggesting a formalized approach within the curriculum. Table 1 shows that about 80% of the ER in Japan, Thailand, and Vietnam is done within a dedicated class or as part of classwork or summer homework, suggesting that ER is seen as an independent activity promoting self-directed learning. In contrast, in Mongolia, while ER is largely practiced in class, about 47% of the reading was done in a book club or as summer homework. Additionally, ER was mainly required in Japan (84.11%) while it was largely optional but recommended in the other countries. This suggests that ER is practiced as part of a school's curriculum in Japan, whereas in the other countries it might be an individual teacher's own initiative. Although this study did not investigate why the ER practitioners require ER or consider it optional, Van Amelsvoort's (2017) study suggests making ER compulsory and assigning grades to ER if teachers want to encourage more students to read and to increase the volume of material read. If ER is to be embedded more deeply into the fabric of the teaching environment, schools would need to adopt ER within their curriculum, rather than see it adopted at the prerogative of an individual teacher.

There is a notable difference in the mode of reading, with Japan and Mongolia favoring online ER, reflecting a stronger embrace of, or a need for, digital resources, while Thailand and Vietnam prefer paper-based reading, possibly due to a slower digital adoption or a cultural preference for traditional materials. Previous studies had also indicated cases where ER was done online in Japan (Cote & Milliner, 2015) and Mongolia (Nandintsesteg & Ariunaa, 2020) and was paper-based in Thailand (Charumanee, 2014; Tamrackitkun, 2010; Wisaijorn, 2017) and Vietnam (Do & Dinh, 2020; Nguyen, 2021; Nguyen & Baker, 2023). Further investigation is needed to determine whether resource limitations or preferences led to these results.

The study's findings imply that while there is some alignment between the reading goals set by teachers and their perceptions of students' actual reading time, particularly for the *31–60 minutes per week* goal, significant discrepancies exist in other ranges. Overall, in Japan, Thailand and Vietnam, students seem to do less reading than is asked of them unless the reading goal is low. Further research is needed to determine why students read less than the amount assigned. Mongolia was the only country where the participants reported that students seemed to meet their set reading goal. The improved setting of realistic reading goals and monitoring progress are essential to enhance students' reading habits and literacy outcomes. By setting goals and monitoring them effectively, teachers can raise the students' intrinsic motivation and self-efficacy and can help them feel a sense of achievement (Mikami, 2020) which can in turn raise the amounts read. McLean and Poulshock (2018) found that setting a weekly word goal

encouraged students to do more free reading and increase their reading self-efficacy more than doing Sustained Silent Reading in class for 15 minutes or reading one book per week.

Across the four countries, there was not only a high desire to assess the students' reading, but also consistent reasons for doing so. They include acknowledging student effort and ensuring student motivation increases after completing their reading (see also Puripunyavanich, 2021; Tamrackitkun, 2010; Thongsan & Waring, 2024) and for accountability (Robb & Kano, 2013). Fairly consistent reasons were also given across the four countries for not assessing the reading such as preferring to focus on enjoyment and pleasure and to not make the students feel their reading should always be assessed. The lack of country differences between the countries suggests that assessment still is important in the Asian ER classroom.

The majority of the participants (82.63%) followed up the reading with activities such as oral (26.11%) or written (23.21%) reports or a comprehension quiz (19.80%). This suggests that ER practitioners understand the need to extend the reading with a preference for additional skill work over language work (12.63%). As time constraints and class size act as primary barriers to post-reading activities, this suggests that many practitioners want to integrate the reading more into their classrooms, but are restricted from doing so. This in turn either indicates a need for better time management, or curricular adjustments to allow for more post-reading activities to consolidate and strengthen the learning (Robb & Ewert, 2024).

The responses to the sources of funding highlight differences across the four countries. The participants in Japan seem to have the luxury of the school (55.04%) or students (24.03%) funding the library. In Mongolia, 40.74% of the funding comes directly from students whereas this was around 5% in Vietnam and Thailand. As a result, there is a strong reliance on the use of free materials in Thailand (41.54%) and Vietnam (61.76%) probably because either their libraries and schools do not allocate funds for reading materials suitable for libraries, or that these materials are hard to access in these countries, or some ER practitioners are not familiar with graded materials. In Thailand, 29.23% of the participants reported that they self-funded the library with their own money showing a stronger desire to do ER than the administrators of their program.

The most surprising and most worrying finding of this study was that about 60% of the practitioners' responses report using either *non-graded materials*, *materials mainly used for intensive reading* or *phonics readers* by their students who were intermediate level or lower. Only about 40% of the responses were the use of graded materials. Nevertheless, it is deeply worrying that practitioners who have self-declared themselves as ER practitioners use materials which are likely not leading to the students actually reading materials fluently and comfortably due to their lack of proficiency (Waring & McLean, 2015). The high percentages of the use of *non-graded reading materials* and *materials mainly used for intensive reading* indicate that ER may be implemented without a clear understanding of what 'doing ER' entails. This suspicion is corroborated by Thongsan and Waring (2024) and Waring and Vu (2020) which report that 35% of the teachers in Thailand and 49% in Vietnam thought that non-graded materials should be used in ER classes. We also see evidence in other studies that non-graded materials were used in some ER programs in Thailand (Pongsatornpipat, 2021, 2022). Thus, it seems that some practitioners believed that asking students to read *anything* for meaning is 'doing ER' regardless of whether it was a comfortable fluent read with a focus on meaning, or not. If this is the case, it would be no wonder that many teachers report having trouble motivating their students to read (Thongsan & Waring, 2024). Under these circumstances, if the reading goal is too onerous or unrealistic or the text is too difficult, it is highly likely that students will not

develop a love of reading. It might resort to students doing little reading, giving up or reading unwillingly, or even cheating to meet the teachers' reading requirements. We saw a hint of this in the non-alignment of the reading goals and the amount read as reported above. We do not yet know the reasons for these findings, and further research is warranted to determine if it is poor training of the teachers or students, poor access to appropriate materials and funds, cultural biases, or something else.

High levels of student involvement in choosing books, particularly in Japan, imply a focus on student autonomy and personalized learning. Previous studies in Japan support this finding (e.g., Nishizawa et al., 2010; Takase, 2007). By allowing their students to choose their own reading materials, the majority of teachers in this study seem to follow Day and Bamford's (2002) third principle for teaching ER, "*Learners choose what they want to read"* (p.137). Although the majority of the teachers in Mongolia, Thailand, and Vietnam in this study reported that the teacher and students co-decided on the books that students read, previous studies in such countries show that students had freedom to choose their own reading materials (e.g., Mongolia: Nandintsesteg & Ariunaa, 2020; Thailand: Puripunyavanich, 2021; Tamrackitkun, 2010; Vietnam: Bui & Macalister, 2021; Nguyen & Baker, 2023).

Limitations

As has been previously mentioned, this study does not seek to explain the data, but to describe it. Further research needs to be conducted to discover the underlying reasons for these practices. That said, some limitations in this study are acknowledged. First, the context of the study was limited to four Asian countries with a focus on a formal educational system, so the results may not be generalizable to ER practitioners in other contexts. Therefore, future studies may investigate the implementation of ER in other countries and in informal educational settings. Second, there was an imbalanced distribution of the number of participants among the four countries. The participants from Japan constituted the highest number (n = 107) while those from Vietnam constituted the lowest number (n = 29), so the opinions of the participants in Japan would have dominated the "Overall" results reported in many tables. This should be addressed in future studies. Third, the results of this study were presented based on countries, not grades that the participants taught and there was an imbalanced distribution of the number of participants who taught at different grades. The majority of the participants taught at tertiary institutions, so the results represent the ER implementation at the tertiary educational level more than that at the primary and secondary educational levels. Future studies may consider presenting the results according to the participants' grades to clearly highlight the similarities and differences between different grades. The final limitation lies in the nature of the survey study which mainly consisted of close-ended items and collect quantitative data. Such data did not provide us with in-depth and elaborative responses, and thus, would leave some room for future research studies to be conducted to explore the areas or issues that stand out from the findings of this present study.

Conclusion

Overall, this study reveals an investigation of how ER practitioners in Japan, Mongolia, Thailand, and Vietnam implemented ER and what reading materials were used in their ER programs. The data show how ER was implemented in terms of how much was read and where, whether online or offline, whether it was assessed and followed up or not. Underlying these

data, however, there is a suspicion that many self-declared ER teachers still do not really understand what ER is, or are unable to implement it properly (see Waring & Puripunyavanich, 2024). The findings highlight severe gaps in the understanding and implementation of ER in all countries, particularly in terms of the materials used. More studies are needed to determine the reasons for the findings here, especially in terms of the choices of materials and why some teachers are using inappropriate materials for ER. Further work might also be needed either to re-train many of the ER teachers in the core principles of ER and what they imply in terms of reading practice. Additionally, we need to make appropriate ER materials available to allow students to practice ER more in keeping with its ethos of reading something fluently and comfortably. How this could best be done at the local, national, or regional levels to integrate ER into the curriculum is also the subject of further studies. It seems there is still a lot of work to be done.

Acknowledgments

We express our deepest gratitude to the Extensive Reading Foundation for funding this research, grant ERF 23-002, the three experts, the survey pilots, and the research participants.

References

Aka, N. (2019). Reading performance of Japanese high school learners following a one-year extensive reading program. *Reading in a Foreign Language*, *31*(1), 1–18. https://doi.org/10125/66747

Beglar, D. (2013). A broad conceptualization of assessing extensive reading (JLTA 2012 Keynote speech). *JLTA Journal*, *16*, 1–13. https://doi.org/10.20622/jltajournal.16.0_1

Bui, T. N., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language, 33*(1), 1–29. https://doi.org/10125/67391

Chang, A. C-S. & Renandya, W. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix: An International Online Journal*, *17*(1), 40–58. https://readingmatrix.com/files/16-4vj138u3.pdf

Chanthap, N., & Wasanasomsithi, P. (2019). The effect of integration of a blended learning and extensive reading instruction model on Thai EFL undergraduate students' learner autonomy. *LEARN Journal: Language Education and Acquisition Research Network Journal, 12*(2), 76–96. https://so04.tci-thaijo.org/index.php/LEARN/article/view/205072

Charumanee, N. (2014). Idea sharing: The use of read-share-act to promote extensive reading. *PASAA: Journal of Language Teaching and Learning in Thailand, 47*, 183–198. https://www.culi.chula.ac.th/Images/asset/pasaa_journal/file-19-228-qmir9e838557.pdf

Cote, T., & Milliner, B. (2015). Implementing and managing online extensive reading: Student performance and perceptions. *IALLT Journal of Language Learning Technology, 45*(1), 70–90. https://doi.org/10.17161/iallt.v45i1.8550

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*(3), 297–334. https://link.springer.com/article/10.1007/BF02310555

Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.

Day, R. R. & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, *14*(2), 136–141. https://doi.org/10125/66761

Do, H., & Dinh, H. (2020). Extensive reading and its impact on learner autonomy: A study on 1st year English majors at a Vietnamese university. *HNUE Journal of Science*, *65*(12), 3– 12. https://doi.org/10.17507/tpls.1305.01

Ewert, D. (2017). Getting ER into the curriculum: No more excuses! *The CATESOL Journal, 19*(2), 5–20. http://www.catesoljournal.org/wp-content/uploads/2017/12/CJ29.2_ewert.pdf

Gray, D. E. (2014). *Doing research in the real world* (3rd ed.). SAGE Publications Ltd.

Hidayati, M., Renandya, W.A., & Basthomi, Y. (2022). Extensive reading research: What have we learned and what questions remain? *Asian Journal of English Language Studies (AJELS)*, *10*, 1–64. https://doi.org/10.59960/10.a1

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, *73*(4), 440–464. https://doi.org/10.2307/326879

Krashen, S. (2009). 81 generalizations about free voluntary reading (IATEFL Young Learner and Teenager, Spring Issue 1/09). IATEFL Young Learner and Teenager Special Interest Group. https://yltsig.iatefl.org/wp-content/uploads/2016/10/2009-spring.pdf

Macalister, J. (2010). Investigating teacher attitudes to extensive reading practices in higher education: Why isn't everyone doing it? *RELC Journal, 41*(1), 59–75. https://doi.org/10.1177%2F0033688210362609

Macalister, J. (2015). Guidelines or commandments? Reconsidering core principles in extensive reading. *Reading in a Foreign Language*, *27*(1), 59–75. https://doi.org/10125/66703

McLean, S., & Poulshock, J. (2018). Increasing reading self-efficacy and reading amount in EFL learners with word-targets. *Reading in a Foreign Language*, *30*(1), 76–91. https://doi.org/10125/66739

Mikami, Y. (2020). Goal setting and learners' motivation for extensive reading: Forming a virtuous cycle. *Reading in a Foreign Language*, *32*(1), 28–48. https://doi.org/10125/66575

Nandintsesteg, S., & Ariunaa, N. (2020). Implementing extensive reading through Xreading.com for Mongolian EFL learners. *Extensive Reading World Congress Proceedings*, *5*, 70–76. https://jalt-publications.org/content/index.php/jer/article/view/514/80

Nation, P., & Waring, R. (2020). *Teaching extensive reading in another language*. Routledge.

Nguyen, M. C., & Baker, J. R. (2023). Exploring the effect of extensive reading on young English learners' second language writing achievement in a Vietnamese primary school setting. *International Journal of Language Education*, *7*(4), 673–685. https://doi.org/10.26858/ijole.v7i4.28140

Nguyen, T. K. A. (2021). Using extensive reading to develop non-major students' reading skill at Hochiminh City University of Food Industry in Vietnam. *Journal of English Language Teaching and Applied Linguistics*, *3*(6), 42–48. https://doi.org/10.32996/jeltal.2021.3.6.6

Nishizawa, H., Yoshioka, T., & Fukada, M. (2010). The impact of a 4-year extensive reading program. In A. M. Stoke (Ed.), *JALT 2009 Conference Proceedings* (pp.632–640). JALT. https://jalt-publications.org/content/index.php/jer/article/view/514/80

Nunnally, J.C. (1978). *Psychometric theory* (2nd ed.). McGraw-Hill.

Pongsatornpipat, W. (2021). Interactive group in extensive reading to enhance reading ability of Thai undergraduate students. *LEARN Journal: Language Education and*

Acquisition Research Network, 14(2), 342–371. https://so04.tci-thaijo.org/index.php/LEARN/article/view/253272

Pongsatornpipat, W. (2022). An implementation of online extensive reading to improve reading comprehension of social work students. *Theory and Practice in Language Studies*, *12*(11), 2291–2297. https://doi.org/10.17507/tpls.1211.08

Puripunyavanich, M. (2021). Revealing university students' attitudes toward online extensive reading in Thailand. *rEFLections*, *28*(2), 267–292. https://doi.org/10.61508/refl.v28i2.254070

Puripunyavanich, M. (2022). The implementation of a large-scale online extensive reading program in Thailand—From decision-making to application. *LEARN Journal: Language Education and Acquisition Research Network, 15*(1), 320–360. https://so04.tci-thaijo.org/index.php/LEARN/article/view/256726

Renandya, W. A., Ivone, F. M., & Hidayati, M. (2021). Extensive reading: Top ten implementation issues. *JACET Journal*, *65*, 11–21. https://doi.org/10.32234/jacetjournal.65.0_11

Robb, T. N. (2022). Encouraging schools to adopt extensive reading: How do we get there? *Reading in a Foreign Language*, *34*(1), 184–194. https://doi.org/10125/67419

Robb, T. N., & Ewert, D. (2024). Classroom-based extensive reading: a review of recent research. *Language Teaching*, 1–30. https://doi.org/10.1017/S0261444823000319

Robb, T. N., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, *25*(2), 234–247. https://doi.org/10125/66870

Sek, S., Katenga, J. E., & Mushunje, A. T. (2021). Reading comprehension of Thai students improved by extensive reading when learning English as a foreign language. *Human Behavior, Development and Society*, *22*(3), 95–104. https://so01.tci-thaijo.org/index.php/hbds/article/view/249550

Stoeckel, T., Reagan, N., & Hann, F. (2012). Extensive reading quizzes and reading attitudes. *TESOL Quarterly*, *46*(1), 187–198. https://doi.org/10.1002/tesq.10

Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language, 19*(1), 1–18. https://doi.org/10125/66622

Tamrackitkun, K. (2010). *Extensive reading: An empirical study of its effects on EFL Thai students' reading comprehension, reading fluency and attitudes* [Doctoral Dissertation, University of Salford]. University of Salford Institutional Repository. https://core.ac.uk/download/pdf/40033812.pdf

Tantipidok, P. (2023). Promoting EFL Thai undergraduates' reading comprehension and reading motivation through extensive reading. *Interdisciplinary Research Review*, *18*(5), 16–21. https://ph02.tci-thaijo.org/index.php/jtir/article/view/248500/169609

Thongsan, N. C., & Waring, R. (2024). Challenges in implementing extensive reading in Thailand. *rEFLections*, *31*(2), 457–477. https://doi.org/10.61508/refl.v31i2.274278

Van Amelsvoort, M. (2017). Extensive reading onboarding: Program design for increasing engagement. *Juntendo Journal of Global Studies, 2*, 98–106.

Waring, R. & Chu, V. A., (2017, August 5–7). *Setting up and managing an ER program in Vietnam* [Paper presentation]. The Fourth World Congress on Extensive Reading, Tokyo, Japan. https://bit.ly/36T1ymY

Waring, R., & Husna, N. (2019). Expectations and experiences of Indonesian teachers who have, and have not, done extensive reading. *TEFLIN Journal*, *30*(2), 153–170. http://dx.doi.org/10.15639/teflinjournal.v30i2/153-170

Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and pedagogy. *Reading in a Foreign Language, 27*(1), 160–167. https://doi.org/10125/66708

Waring, R., & Puripunyavanich, M. (2024). *Perceptions of extensive reading practitioners in four Asian countries* [Manuscript submitted for publication]. The Extensive Reading Foundation and Chulalongkorn University Language Institute.

Waring, R. & Vu, T. H. (2020). Challenges setting up extensive reading programs in Vietnam. *Extensive Reading World Congress Proceedings*, *5*, 11–22. https://jalt-publications.org/content/index.php/jer/article/view/523/74

Wisaijorn, P. (2017). Effects of extensive reading on Thai university students. *PASAA PARITAT Journal, 32*, 29–62. https://www.culi.chula.ac.th/Images/asset/pasaa_paritat_journal/file-8-73-3jb0y2166899.pdf

About the Authors

Mintra Puripunyavanich, Ph.D., is an Assistant Professor of English at Chulalongkorn University Language Institute (CULI). She was a co-founder and the first Chair of the Thailand Extensive Reading Association (TERA). Her research interests include extensive reading, materials development, and English for Economics and Business. Email: mintra.p@chula.ac.th

Rob Waring, Ph.D., is an Emeritus Professor at Notre Dame Seishin University and is an Executive Board member of the Extensive Reading Foundation. He is also author and series editor of six series of graded readers and recently published *Teaching Extensive Reading in Another Language* with Paul Nation. Email: waring.rob@gmail.com

Appendix A: Global Extensive Reading Survey 2023

Thank you for willing to take this survey which is part of the research project entitled *How do EFL Teachers Around the World Implement Extensive Reading?*

Our aim is to find out how ER (in English) is currently being conducted in the formal education system (the one often controlled by school boards and governments) in places where English is not the first language by practitioners currently doing or having done ER. If you have several ER classes, please choose one that best represents how you teach ER. For the purposes of this survey, we do not distinguish between online or paper-based ER programs because our focus is on the overall approach to ER, not on the mode.

Please feel free to read a more detailed explanation here.

Remark: This research has been approved by the Office of the Research Ethics Review Committee for Research Involving Human Subjects at Chulalongkorn University, Thailand, where the principal researcher works at. If you wish, you can access the Ethics approval documents here.

Part 1: Respondent's Profile Confirmation (1 MCQ)
This part asks the respondent to confirm that they are eligible to do the survey.

Please confirm that you meet the following five criteria:

1. I am an English language teacher in an English as foreign language (EFL) context (e.g., Brazil, France, Kenya, Thailand, etc.).
2. I am currently implementing or have implemented extensive reading in my teaching.
3. I teach students in a formal education setting (i.e., at a public or private school/university or international school/university), not in the non-formal education system (e.g., cram school, private language programs, or evening school).
4. I am willing to participate in the study.
5. I consent to the use of the survey data for publications and presentations.
    a. I can confirm the above. > Part 2
    b. No, I cannot confirm the above. > Part 8 exit A

Part 2: Respondent's Background (5 MCQs + 1 checkbox item = 7 items)
This part collects the respondent's background information.

2.1 *Years of teaching English:* How long have you been teaching English?

a. 0-2 years
b. 3-5 years
c. 6-10 years
d. 11-20 years
e. More than 20 years

2.2 *Years of implementing ER:* How long have you implemented ER in your teaching?

a. 0.5-2 years
b. 3-5 years
c. 6-10 years
d. 11-20 years
e. More than 20 years

2.3 *Location (region):* Where do you teach?

2.3.1 Region

a. Africa
b. Americas
c. Asia
d. Europe
e. Oceania

2.3.2 Country (dropdown items)
Please see the attached list of countries after Question 5.5.

2.4 *Institution:* I teach at a/an ____.

a. elementary/primary school (local/international)
b. middle/junior high school (local/international)
c. university/college (local/international)
d. vocational school

2.5 *Proficiency:* The average English proficiency of my students is ____. (Think about your students in your representative ER class.)

a. beginner

b. elementary
c. intermediate
d. advanced
e. near native

2.6 *ER Training:* How did you learn about ER? (Check all that apply.)

☐ in my teacher training course(s)
☐ joining ER training sessions (online or face to face)
☐ watching YouTube videos about ER
☐ reading articles and books about ER
☐ from colleagues/friends
☐ Other

Part 4: The Implementation of ER (6 checkbox items + 9 MCQs = 15 items)

This part explores the nature of your ER class, as well as the assessment and the follow-up activities you do.

Reminder: If you teach several ER classes, please select ONE that best represents how you teach ER.

Part 4: Section 1 The Nature of Your Class (2 checkbox item + 7 MCQs = 9 items)

4.1.1 How do you do ER in your school? (Check all that apply.)

☐ a. as a dedicated extensive reading class
☐ b. as a part of my classwork including homework
☐ c. as summer/holiday homework
☐ d. in a book club or after school activity
☐ e. as required reading not part of a class (e.g., as a department requirement)

4.1.2 Are students required to do ER in your class?

a. Required
b. optional (but recommended)
c. open choice to refuse

4.1.3 The reading is ___.

a. exclusively paper-based
b. mostly paper-based
c. mostly online
d. exclusively online

Remark: When asking about the amount of reading, we have opted for reading time rather than number of books as they come in different lengths, font sizes and with varying number of illustrations, making it hard to count.

4.1.4 What is the reading **GOAL** per week (in or out of school)?

a. 5-10 minutes
b. 11-20 minutes
c. 21-30 minutes

d. 31-60 minutes
e. 61-90 minutes
f. 91-120 minutes
g. 120+minutes
h. I don't set goals.

4.1.5 How much reading does a typical student **ACTUALLY** do per week?
a. 5-10 minutes
b. 11-20 minutes
c. 21-30 minutes
d. 31-60 minutes
e. 61-90 minutes
f. 91-120 minutes
g. 120+minutes
h. I don't know.

4.1.6 Who selects the amount of reading that students do?
a. I select for each student.
b. The course teachers decide together.
c. Students have a free choice.
d. The teachers and students decide together.
e. It's decided by others (e.g., course coordinator/director).
f. I don't know.

4.1.7 What is the percentage of the extensive reading done at class time? (The rest will be done out of class.)
a. 0-20%
b. 21-40%
c. 41-60%
d. 61-80%
e. 81-99%
f. 100%

We will now ask about how ER is done in your school.

4.1.8 Who is doing ER in your school?
a. only my class
b. some classes in the school
c. most classes in the school
d. all classes in the school

4.1.9 Who funds your ER program (for books or a reading subscription service)? (Check all that apply.)
☐ It is not funded (we use free materials).
☐ I do.
☐ my school
☐ grant or sponsor
☐ school district/government

☐ the students

Part 4: Section 2 Assessment (1 MCQ + 2 checkbox items = 3 items)

4.2.1 Do you assess the extensive reading the students do in your class?

a. Yes > 4.2.2a
b. No > 4.2.2b

4.2.2a Yes, because ____. (Check all that apply.)

☐ students' effort should be acknowledged.
☐ we should make sure that students really read the books.
☐ we need to check comprehension.
☐ students may benefit from knowing how well they read.
☐ assessment data can be used for accountability purposes and when reporting to other teachers and the administration.
☐ Other

> Part 4 section 3

4.2.2b No, because ____. (Check all that apply.)

☐ reading should be for pleasure
☐ students would not enjoy the reading if they are being assessed
☐ we should not give the impression that everything needs to be tested
☐ we cannot test each student's reading if they all read different texts
☐ all the time should be spent on reading
☐ my class is too large
☐ I am too busy, or have other responsibilities
☐ Other

> Part 4 section 3

Part 4: Section 3 Activities (1 MCQ + 2 checkbox items = 3 items)

4.3.1 Do you do activities after the students have finished a book (e.g., discussion or reports)?

a. Yes > 2a
b. No > 2b

4.3.2a Check the activities you do. (Check all that apply.)

☐ oral reports (presentation, group discussion, bibliobattle, mini plays acting the story, role playing a character, etc.)
☐ they take a comprehension quiz
☐ writing (written book review, poster, rewriting the story etc.)
☐ reading circles (students read the same book but have different responsibilities such as the character analyser, story summarizer, culture finder etc.),
☐ language work e.g., vocabulary building or grammar
☐ further study of the author / topic (e.g., learn more about the life of the author and / or topic of the reading)
☐ Other

>Part 5

4.3.2b Why don't you do activities? (Check all that apply.)

☐ no time

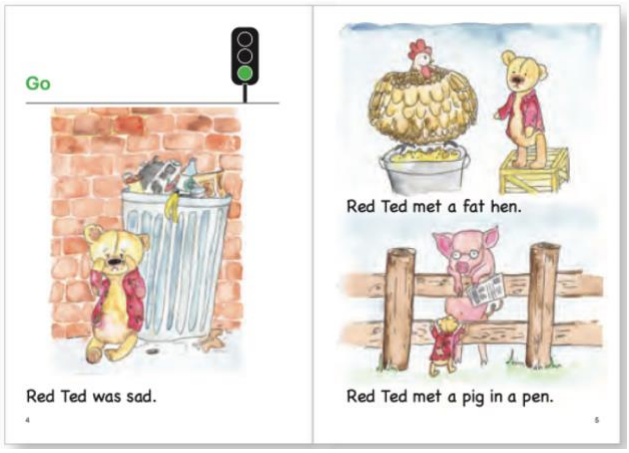
- ☐ not necessary
- ☐ not useful
- ☐ I do not assess the reading.
- ☐ too many students
- ☐ limited class space
- ☐ the classroom is unsuitable (e.g. unmoveable classroom furniture)
- ☐ Other

>Part 5

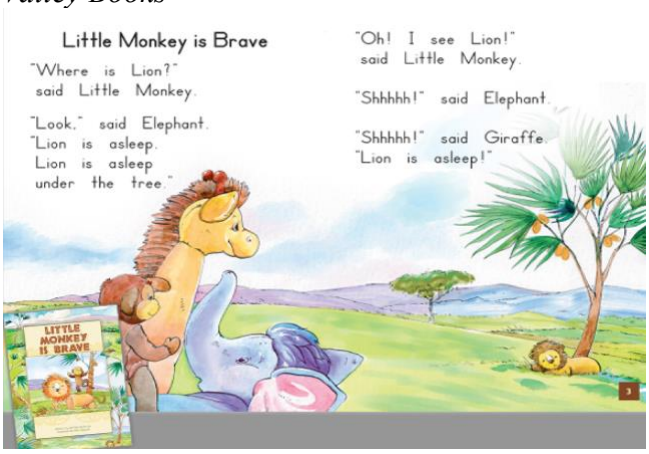
Part 5: Reading Materials (3 checkbox items + 1 MCQ + 1 Open-ended Q = 5 items)
This part looks at materials that ER practitioners use in their ER programs. Here are some examples of different types of reading materials. Please be familiar with them before continuing as there will be questions about these and other materials below.

Look at these different types of reading materials.

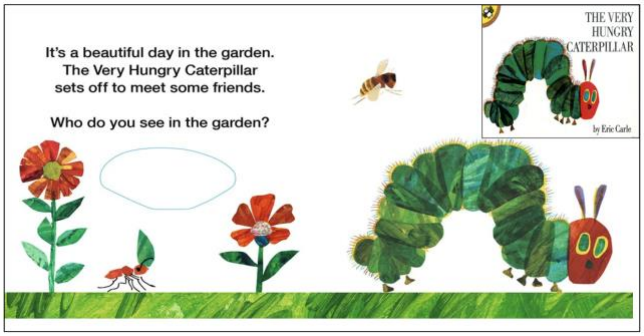
A. Phonics or decodable readers (to practice sounds) *Image source: InitiaLit readers series: Red Ted*



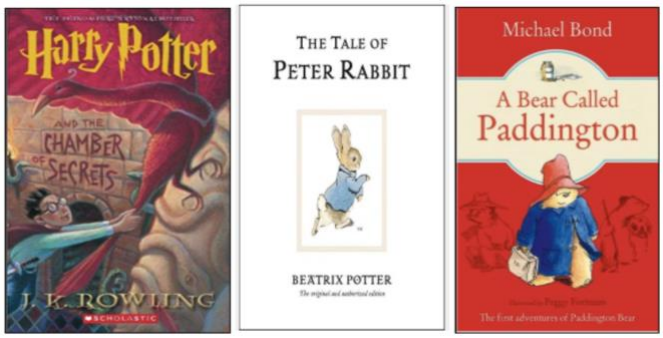
B. Leveled readers (to practice and repeat language patterns) *Image source: Pioneer Valley Books*



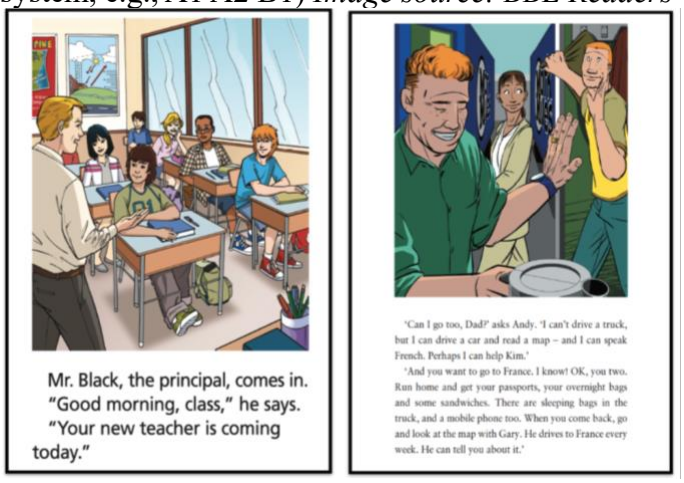
C. Picture books for native children (e.g., the Very Hungry Caterpillar) *Image source: Carle. J. 1994. The Very Hungry Caterpillar, Hamish Hamilton.*



D. Non illustrated books for young native speakers *Image sources: Harry Potter and the Chamber of Secrets, Scholastic; The Tale of Peter Rabbit, Frederick Warne & Co.; A Bear called Peddington, Fortnum*



E. Graded readers (books written for foreign language learners often using a leveling system, e.g., A1 A2 B1) *Image source: BBL Readers*



F. SRA Reading system (reading from worksheets and cards at various levels) *Image source: SRA Library; McGraw Hill*

5.1 What reading materials do you use in your ER class? (Check all that apply.)

- ☐ phonics readers practicing sounds (e.g., *The fox is in the box.*)
- ☐ leveled readers (stories that practice language patterns e.g., *I like books, I like pizza, I like ....*)
- ☐ picture books (most of the page is a picture as in e.g., *The Hungry Caterpillar*)
- ☐ non-illustrated books for young native speakers (e.g., *Harry Potter*)
- ☐ graded readers (fiction or non-fiction books written for language learners)

- ☐ SRA system (a card-based reading program)
- ☐ a typical 4 skills general English textbook
- ☐ a dedicated 'reading' textbook
- ☐ test preparation materials (e.g., TOEIC) or previous tests
- ☐ my own materials (e.g., worksheets/articles from websites)
- ☐ an online reading program (e.g., Xreading, Raz-kids.com, Scholastic Kids press, er-central)
- ☐ academic (subject) books or articles
- ☐ magazines or newspapers
- ☐ comics or manga
- ☐ Other

5.2 Who decides which books or subscription service to buy for your school? (Check all that apply.)

- ☐ the teachers
- ☐ the librarian(s)
- ☐ the students
- ☐ the administration
- ☐ a school board
- ☐ program manager/director
- ☐ I don't know.

5.3 Who chooses which books the students read each week?

a. teacher
b. students
c. We decide together.

5.4 Where do your students access their reading materials from? (Check all that apply.)

- ☐ a library in my classroom
- ☐ my personal collection of books
- ☐ the school library
- ☐ our town/city library
- ☐ an online reading website that can track student progress (e.g., Xreading.com, er-central.com)
- ☐ various reading websites
- ☐ Other

5.5 If you use a digital reading platform, website or application, which one(s) do you use?
<Long answer>

List of Countries

1. Africa

No.	Africa	No.	Africa
1	Algeria	31	Libya
2	Angola	32	Madagascar
3	Benin	33	Malawi
4	Botswana	34	Mali
5	British Indian Ocean Territory	35	Mauritania
6	Burkina Faso	36	Mauritius
7	Burundi	37	Mayotte
8	Cabo Verde [Cape Verde]	38	Morocco
9	Cameroon	39	Mozambique
10	Central African Republic	40	Namibia
11	Chad	41	Niger
12	Comoros	42	Nigeria
13	Congo [Republic of the Congo]	43	Réunion
14	Côte d'Ivoire [Ivory Coast]	44	Rwanda
15	Democratic Republic of the Congo	45	Saint Helena [Saint Helena, Ascension and Tristan da Cunha]
16	Djibouti	46	Sao Tome and Principe
17	Egypt	47	Senegal
18	Equatorial Guinea	48	Seychelles
19	Eritrea	49	Sierra Leone
20	Eswatini [Swaziland]	50	Somalia
21	Ethiopia	51	South Africa
22	French Southern Territories	52	South Sudan
23	Gabon	53	Sudan
24	Gambia	54	Togo
25	Ghana	55	Tunisia
26	Guinea	56	Uganda
27	Guinea-Bissau	57	United Republic of Tanzania
28	Kenya	58	Western Sahara
29	Lesotho	59	Zambia
30	Liberia	60	Zimbabwe

2. Americas

No.	Americas	No.	Americas
1	Anguilla	28	Guatemala
2	Antigua and Barbuda	29	Guyana
3	Argentina	30	Haiti
4	Aruba	31	Honduras
5	Bahamas	32	Jamaica
6	Barbados	33	Martinique
7	Belize	34	Mexico
8	Bermuda	35	Montserrat
9	Bolivia (Plurinational State of)	36	Nicaragua
10	Bonaire, Sint Eustatius and Saba	37	Panama
11	Bouvet Island	38	Paraguay
12	Brazil	39	Peru
13	British Virgin Islands	40	Puerto Rico
14	Cayman Islands	41	Saint Barthélemy
15	Chile	42	Saint Kitts and Nevis
16	Colombia	43	Saint Lucia
17	Costa Rica	44	Saint Martin (French part)
18	Cuba	45	Saint Pierre and Miquelon
19	Curaçao	46	Saint Vincent and the Grenadines
20	Dominica	47	Sint Maarten (Dutch part)
21	Dominican Republic	48	South Georgia and the South Sandwich Islands
22	Ecuador	49	Suriname
23	El Salvador	50	Trinidad and Tobago
24	French Guiana	51	Turks and Caicos Islands
25	Greenland	52	Uruguay
26	Grenada	53	Venezuela (Bolivarian Republic of)
27	Guadeloupe		

3. Asia

No.	Asia	No.	Asia
1	Afghanistan	27	Malaysia
2	Armenia	28	Maldives
3	Azerbaijan	29	Mongolia
4	Bahrain	30	Myanmar [Burma]
5	Bangladesh	31	Nepal
6	Bhutan	32	Oman
7	Brunei Darussalam	33	Pakistan
8	Cambodia	34	Philippines
9	China	35	Qatar
10	China, Hong Kong Special Administrative Region	36	Republic of Korea [South Korea]
11	China, Macao Special Administrative Region	37	Saudi Arabia
12	Cyprus	38	Singapore
13	Democratic People's Republic of Korea [North Korea]	39	Sri Lanka
14	Georgia	40	State of Palestine
15	India	41	Syrian Arab Republic
16	Indonesia	42	Taiwan
17	Iran (Islamic Republic of)	43	Tajikistan
18	Iraq	44	Thailand
19	Israel	45	Timor-Leste [East Timor]
20	Japan	46	Türkiye
21	Jordan	47	Turkmenistan
22	Kazakhstan	48	United Arab Emirates
23	Kuwait	49	Uzbekistan
24	Kyrgyzstan	50	Viet Nam
25	Lao People's Democratic Republic	51	Yemen
26	Lebanon		

4. Europe

No.	Europe	No.	Europe
1	Åland Islands	25	Liechtenstein
2	Albania	26	Lithuania
3	Andorra	27	Luxembourg
4	Austria	28	Malta
5	Belarus	29	Monaco
6	Belgium	30	Montenegro
7	Bosnia and Herzegovina	31	Netherlands
8	Bulgaria	32	North Macedonia
9	Croatia	33	Norway
10	Czechia [Czech Republic]	34	Poland
11	Denmark	35	Portugal
12	Estonia	36	Republic of Moldova
13	Faroe Islands	37	Romania
14	Finland	38	Russian Federation
15	France [French Republic]	39	San Marino
16	Germany	40	Sark
17	Greece	41	Serbia
18	Guernsey	42	Slovakia
19	Holy See [Vatican City]	43	Slovenia
20	Hungary	44	Spain
21	Iceland	45	Svalbard and Jan Mayen Islands
22	Italy	46	Sweden
23	Jersey	47	Switzerland
24	Latvia	48	Ukraine

5. Oceania

No.	Oceania
1	American Samoa
2	Christmas Island
3	Cocos (Keeling) Islands
4	Cook Islands
5	Fiji
6	French Polynesia
7	Guam
8	Heard Island and McDonald Islands
9	Kiribati
10	Marshall Islands
11	Micronesia (Federated States of)
12	Nauru
13	New Caledonia
14	Niue
15	Norfolk Island
16	Northern Mariana Islands
17	Palau
18	Papua New Guinea
19	Pitcairn [Pitcairn Islands]
20	Samoa
21	Solomon Islands
22	Tokelau
23	Tonga
24	Tuvalu
25	Vanuatu
26	Wallis and Futuna Islands

Appendix B: Additional Tables

The Status of Extensive Reading

Table 11. *The Status of Extensive Reading in the Four Countries*

Status	Japan *n* = 107	Mongolia *n* = 74	Thailand *n* = 49	Vietnam *n* = 29	Overall *n* = 259
Required (*n* = 146)	84.11%	39.19%	38.78%	27.59%	56.37%
Optional (but recommended) (*n* = 83)	11.21%	36.49%	48.98%	68.97%	32.05%
Open choice to refuse (*n* = 30)	4.67%	24.32%	12.24%	3.45%	11.58%

The Mode of Extensive Reading

Table 12. *The Mode of Extensive Reading*

The reading is ____.	Japan *n* = 107	Mongolia *n* = 74	Thailand *n* = 49	Vietnam *n* = 29	Overall *n* = 259
Exclusively paper-based	15.89%	5.41%	16.33%	13.79%	12.74%
Mostly paper-based	29.91%	22.97%	57.14%	37.93%	33.98%
Exclusively online	28.97%	59.46%	24.49%	41.38%	38.22%
Mostly online	25.23%	12.16%	2.04%	6.90%	15.06%

Assessment

Table 13. *Percentages of Extensive Reading Programs Being Assessed and Not Assessed*

Do you assess the extensive reading the students do in your class?	Japan *n* = 107	Mongolia *n* = 74	Thailand *n* = 49	Vietnam *n* = 29	Overall *n* = 259
Yes	85.98%	90.54%	83.67%	51.72%	83.01%
No	14.02%	9.46%	16.33%	48.28%	16.99%

Post-Reading Activities

Table 14. *Percentages of Doing Post-Reading Activities*

Do you do activities after the students have finished a book?	Japan *n* = 107	Mongolia *n* = 74	Thailand *n* = 49	Vietnam *n* = 29	Overall *n* = 259
Yes	74.77%	87.84%	93.88%	79.31%	82.63%
No	25.23%	12.16%	6.12%	20.69%	17.37%

Decision Makers Involved in Selecting the Books the Students Read

Table 15. *Decision Makers Involved in Selecting the Books the Students Read*

Decision makers	Japan *n* = 107	Mongolia *n* = 74	Thailand *n* = 49	Vietnam *n* = 29	Overall *n* = 259
Teacher	11.21%	16.22%	36.73%	31.03%	19.69%
Students	75.70%	24.32%	20.41%	27.59%	45.17%
Teacher and students	13.08%	59.46%	42.86%	41.38%	35.14%