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目次　CONTENTS

各種報告　Academic Reports

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Academic Report

Integrating Peer Assessment into Speaking and Listening Courses: A Structured Classroom Approach

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Abstract

This academic report describes a structured, classroom-tested approach to integrating peer assessment into tertiary-level English communication courses emphasizing listening and speaking skills. Drawing on formative assessment theory and learner autonomy frameworks, the authors outline a four-stage process for implementing a peer-assessment framework that is both pedagogically grounded and user-friendly for both teachers and students. The framework's approach incorporates learner-generated criteria, authentic benchmarking, and technology-enhanced feedback. Insights from classroom applications and reflections on the authors' own experiences developing and implementing this framework suggest that peer assessment may not only improve communicative performance but also foster metacognitive awareness and support the development of assessment-capable learners. This academic report integrates existing research into a practical classroom framework.

***Keywords*:** peer assessment, CALL, Assessment for Learning, speaking, lifelong learning

1. Introduction

The purpose of this paper is to offer a literature-informed approach that draws on previous findings on peer assessment in speaking and listening courses. It presents a practical, adaptable framework with which readers can imagine ways to implement peer assessment in their own teaching contexts. Examples from and reflections on the authors' own experiences using peer assessment are included that will help readers predict and overcome potential obstacles to making peer assessment a meaningful part of their own courses.

1.1 Context and Course Setting

This framework was developed in elective English communication courses at a private university in Japan. Courses featured in this study run for 14 weeks across one semester and include 25–30 students per class representing a range of non-English majors. Student English proficiency levels range from CEFR A1–B2, and the courses emphasize listening and speaking. The peer-assessment framework has been implemented across multiple cohorts over several academic semesters, allowing for iterative refinement based on classroom experience. All the courses use a teacher-administered Moodle LMS with an H5P Interactive Video plugin enabled for student use. Students complete recordings on personal smartphones, tablets, or laptops, reflecting the university's bring-your-own-device environment. This context influences both the technological feasibility and the

pedagogical design of the framework described in this report.

1.2 Background and Rationale

Peer assessment as a framework of listening–speaking activities has gained increasing attention in the past decade in language learning education as a formative strategy that promotes learner autonomy, metacognitive awareness, and communicative competence. Traditionally, speaking assessment focused on formal proficiency testing (Luoma, 2004; McNamara, 1996), but recent pedagogical shifts have emphasized learning-oriented assessment where the primary goal is to enhance learning through active learner involvement in the assessment process (Bennett, 2024; Carless & Winstone, 2020).

Self- and peer assessment of speaking, where learners evaluate their own and others' oral performance, has emerged as a powerful tool for formative learning (Saito, 2008; Topping, 2018). These practices encourage learners to engage critically with performance criteria, reflect on their communicative strengths and weaknesses, and internalize standards of effective communication (Boud & Soler, 2016; Carless, 2015).

Peer assessment of speaking presents a range of challenges that may make teachers hesitant to adopt it, particularly in contexts constrained by curriculum design, class size, time, and/or assessment logistics (Frey, Fisher, & Hattie, 2018). Without adequate preparation, peer assessment can appear unreliable, overly demanding for learners, and difficult to manage fairly.

Teachers and learners may also perceive peer assessment as less authoritative than teacher feedback, especially when institutional accountability measures emphasize standardized evaluation (Double, McGrane, & Hopfenbeck, 2020). One concern is the inconsistency of learner judgments. Learners being asked to assess their peers need shared standards of quality and clear language goals. Without calibrated exemplars and co-constructed criteria, their evaluations tend to be idiosyncratic and to drift over time (Liu & Carless, 2006; Nicol & Macfarlane-Dick, 2006; Sadler, 1989). Inexperienced assessors often apply implicit standards or rely on personal preferences rather than shared benchmarks of quality (Gielen, Dochy, & Onghena, 2011; Saito, 2008). This variability may be further compounded by cultural conceptions of politeness and directness in feedback (Hyland & Hyland, 2006), leading to distortions in how learners phrase or interpret evaluative comments.

Another consideration is the cognitive load of dual processing. Listening while simultaneously evaluating peers' speech imposes substantial cognitive demands that can reduce attention and accuracy (Skehan, 1998; Sweller, 1994).

Finally, certain classroom dynamics can complicate the process. When learners are both giving and receiving feedback, role conflict, reciprocity pressures, and reluctance to offer critical comments can undermine validity and fairness (Falchikov & Goldfinch, 2000; Ross, 1998; Topping, 2009). In an age when AI tools deliver instant automated evaluations, peer feedback may feel slow and uncertain, reducing motivation to engage meaningfully with it.

Far from invalidating the use of peer assessment, these challenges highlight the need for structured scaffolds such as explicit criteria, anonymization where possible, and staged practice with exemplars to ensure reliability and fairness. Despite obstacles, research indicates that limitations to peer assessment can be effectively mitigated through structured design and targeted support. Clear rubrics, co-constructed criteria, and

exposure to benchmark exemplars provide shared standards of quality and explicit language goals (Nicol & Macfarlane-Dick, 2006; Sadler, 1989). Empirical studies confirm that, when these supports are in place, peer assessment can yield reliable and valid results: Saito's (2008) meta-analysis found a moderate correlation between peer and teacher ratings, and Bachman and Palmer (1989) showed that peer and self-assessments can validly measure communicative competence when aligned with well-defined linguistic traits. Scaffolding tasks into manageable steps helps focus learner attention on specific features of speaking performance (Skehan, 1998; Sweller, 1994), while assessor training, calibration, and multiple practice rounds under anonymized conditions enhance reliability and fairness (Falchikov & Goldfinch, 2000; Patri, 2002; Topping, 2009).

Technological advances are further expanding these possibilities. Interactive video platforms and mobile-assisted peer feedback tools support asynchronous, contextualized commenting and allow learners to engage with feedback at their own pace. Studies show that these tools can enhance reflection, autonomy, and affective engagement while improving performance outcomes (Cuocci et al., 2023; Hung, 2019; Zhang & Zou, 2022). Emerging research also suggests that dialogic or reciprocal peer-feedback cycles, where learners respond to each other's comments and clarify intentions, can deepen reflection and foster a sense of shared agency (Gravett & Carless, 2024; Yan & Carless, 2022). Integrating explicit instruction in feedback literacy has been found to not only improve the quality of peer comments but to build learners' confidence in using evaluative information to revise their own speaking in the future (Winstone, Nash, Rowntree, & Parker, 2017). When supported by scaffolds, exemplars, and feedback literacy instruction, peer assessment in speaking becomes not only manageable but a powerful means of promoting self-regulated learning, intercultural awareness, and communicative competence.

In response to these opportunities and challenges, this academic report has two aims: (a) to describe a four-stage framework for embedding peer assessment in tertiary listening–speaking courses in a way that is manageable for both teachers and students, and (b) to share practitioner reflections on how the framework has influenced learner engagement, assessment literacy, and conceptions of effective communication.

2. Practical Framework for Classroom Implementation: Four Stages

Every teaching context is unique, presenting specific challenges as well as opportunities for both the students and teachers to learn. With this in mind, this section presents the pedagogical rationale behind implementing a peer-assessment component and provides a flexible sequence that can be adapted to teachers' own classroom and technological environments. The four stages below describe a practitioner-oriented model derived from the literature and refined through classroom use, rather than a formal research methodology. The activities here are presented as adaptable examples of practice emerging from ongoing teaching experience and have been found by the authors to be both pedagogically grounded and manageable for teachers and students alike. It presents peer assessment in four key stages: (1) collecting benchmark speaking samples, (2) establishing assessment criteria through collaborative ranking, (3) constructing a learner-generated rubric, and (4) implementing peer assessment via technology. Following this sequence can help students develop the assessment literacy needed to evaluate and act on peer feedback.

2.1 Stage 1: Collecting Benchmark Speaking Samples

Stage 1 was used to collect benchmark speaking samples that represented realistic performance by students at approximately CEFR A1–B2 proficiency. In communication-focused English as an International Language (EIL) classrooms, particularly those aimed at developing everyday conversational competence, learners frequently assume that their primary objective is to achieve a form of *nativelike* fluency as modeled by teachers or textbook audio materials. However, research has shown that such expectations can be both unrealistic in the short term and discouraging, as they may imply that non-native varieties of English lack legitimacy (Jenkins, 2007; Seidlhofer, 2011). Failure to recognize learners' own developing English repertoires risks undermining their motivation and communicative confidence. Assumptions about the need to attain nativelike fluency also risk creating a situation whereby students' understandings of assessment and assessment criteria are vague, unrealistic, and overly abstract. Unclear assessment criteria may also result in misalignment with the teacher's expectations for the class.

To counter these traditional second-language-learning-based assumptions, speaking samples can be collected before the course begins from students outside the teacher's immediate class cohort who volunteer to provide examples. Ideally, the speaking samples are videos of the volunteers demonstrating the same tasks that the students will undertake during the upcoming course. Evidence suggests that learners respond positively to listening to speech samples from comparable learners and finding reassurance in their intelligibility and effectiveness (Derwing & Munro, 2015). To maintain comparability, volunteers should share similar language-learning backgrounds with the students, while representing a range of expected proficiency levels. This approach mitigates potential student anxiety about assessment, creates a hierarchy of learning goals, and allays ethical concerns the teacher may have around sharing in-class student work (Borg, 2015).

2.2 Stage 2: Establishing Assessment Criteria through Collaborative Ranking

Stage 2 begins at the outset of the course, when students are informed that they will assess a peer's self-recorded speaking task. Students then participate in three steps: (1) Individually: They rank three to four of the speaking samples collected in Stage 1, relying primarily on intuitive judgments. (2) Group Discussion: They compare individual rankings and are asked to arrive at a shared group ranking. Students are also asked to discuss and note down the criteria behind their rankings. (3) Whole Class Discussion: Groups share their rankings with the whole class as the teacher encourages students to articulate the criteria underlying their decisions. Group rankings can be further aggregated and compared with teacher rankings, opening discussion on what constitutes *effective* communication in EFL contexts.

Eliciting and documenting student language during these discussions allows a set of assessment descriptors to emerge. Common categories may include: Clarity (pronunciation, intonation, rhythm, volume), Fluency (pauses, pace, self-corrections), Language Use (grammatical accuracy, lexical appropriacy), and Content (relevance and supporting details). Depending on cohort dynamics, additional factors such as organization and non-verbal communication may also be discussed and included. The teacher may then collate the criteria generated by the students and the language used to describe them and introduce more formalized labels for the criteria, organizing related

items into coherent categories. This process gradually introduces students to the metalanguage of assessment in a manner that both incorporates and refines their own language use when describing the criteria they used for their rankings, and what they think constitutes effective speaking.

When learners participate in constructing rubrics and assessment criteria in this way, they develop assessment literacy and a deeper understanding of learning goals (Andrade & Du, 2005). This democratization of assessment aligns with Shohamy's (2001) call for shared power and representation in language and has been shown to enhance learner agency and transparency in evaluation (Boud & Falchikov, 2006; Carless, 2007; Topping, 2010).

2.3 Stage 3: Constructing a Learner-Generated Rubric

Following the identification of criteria, the teacher and students work collaboratively to develop a rubric to guide peer assessment. This process begins with a blank rubric template shared with students, which is then completed through whole-class discussion. To ground abstract criteria in observable performance, recorded samples from Step 1 also serve as *living benchmarks*. For instance, as seen in Table 1, the highest-ranked sample informs descriptors of criterion at the highest level, while intermediate samples facilitate differentiation of lower scores. This method aligns with Sadler's (1989) principles of formative assessment, which emphasize concrete examples over vague descriptors. Scaffolding can include banks of feedback phrases collected from students' own language use in earlier group and class discussions, further supporting the development of their assessment metalanguage (Hyland & Hyland, 2006).

Table 1

Excerpt From a Learner-Generated Rubric (Clarity criterion)

Clarity: Pronunciation, intonation, rhythm, volume		
Score	**Descriptors**	**Useful feedback phrases:**
3	Easy to understand (Speaking Sample Rank 1)	**Positive points:** Your words were clear. I could easily understand what you said.
2	Mostly easy to understand (Speaking Sample Rank 2)	
1	Sometimes difficult to understand (Speaking Sample Rank 3)	**Points to improve:** Sometimes it was hard to catch certain words. Try to say each word a little more clearly.
0	Difficult to understand	

2.4 Stage 4: Facilitating Peer assessment via Technology

Technology-mediated peer assessment has been found to enhance learner engagement and autonomy (Noroozi et al., 2016). In this subsection, the authors describe the minimum procedures required for teachers to replicate a Moodle–H5P workflow. The authors focus on the core steps and decision points without providing guidelines for every possible technical configuration so that teachers can adapt the process to their own institutional settings. To ensure that teachers can feasibly adopt this activity, the authors

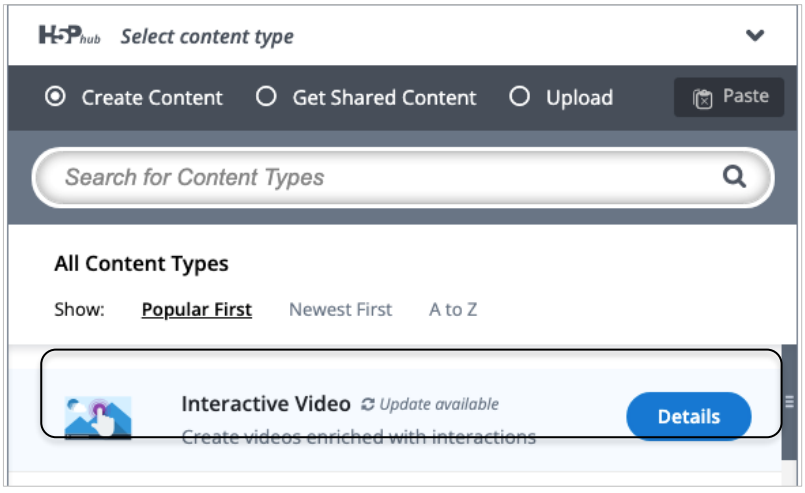
include key implementation notes alongside the pedagogical rationale behind each step. H5P Interactive Video (Joubel, 2014), available as an open-source plugin on Moodle (Moodle, 2024) and other learning management systems (LMS), enables students to embed comments directly into their peers' self-recorded speaking performances. This tool allows for structured, dialogic peer assessment that is contextual, repeatable, and closely aligned with assessment criteria.

Steps 1 to 5 below illustrate the main steps of this process as supported by the H5P Interactive Video plugin in the Moodle LMS as demonstrated by Student B providing feedback on a video of Student A and vice-versa. The teacher first models the process to the class, demonstrating how to use the software and how to link feedback directly to the rubric criteria and feedback phrases. For example, the teacher can show how to insert a written comment or an audio file at the exact point in a recording where a student mispronounces a word, illustrating how specific feedback aligns with the rubric.

Step 1: Students A and B record a short speaking task for homework that has already been rehearsed in class and mirrors the syllabus aims and objectives and the speaking samples collected in Stage 1 (e.g., presentations, role-plays, or conversations) using smartphones, webcams or tablets. The teacher provides clear guidelines on task length, topic, file format, and basic recording procedures, and students save their recording in a location that can later be uploaded to Moodle.

Step 2: Student A accesses Moodle and adds an H5P Interactive Content activity to the designated course for the peer assessment task, as seen in Figure 1:

Figure 1
Screenshot of an H5P interactive Video Activity Within Moodle Showing the Interactive Video Content Type

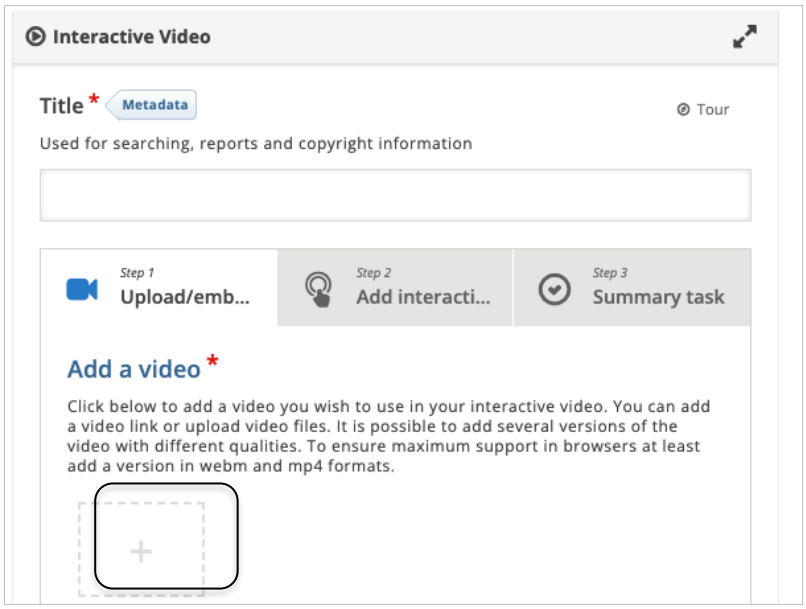


Note. © Moodle Pty Ltd; H5P © Joubel AS, used under open-source licenses. Screenshot by authors.

Step 3: Student A uploads his video to Moodle using the "Add a video" tab inside the H5P Interactive Video activity, as seen in Figure 2, and clicks "Save and return to course."

Once the video has processed, Student A checks that playback and commenting are functioning correctly and then notifies Student B that her video is ready for peer assessment:

Figure 2
Screenshot of an H5P Interactive Video Activity Within Moodle Showing the Upload Video Interface



Note. © Moodle Pty Ltd; H5P © Joubel AS, used under open-source licenses. Screenshot by authors.

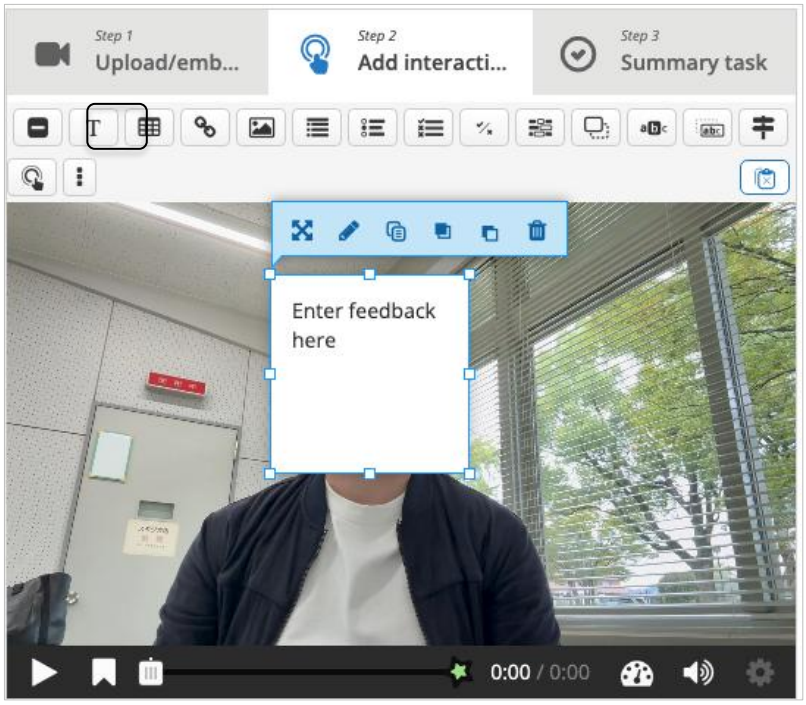
Step 4: Student B opens Student A's saved activity and selects the **"**Add interactions**"** tab (see Figure 3). This function allows Student B to watch Student A's video and insert interactive feedback such as text pop-ups, audio comments, or reflection prompts using the menu icons displayed at the top of the H5P window (Figure 3). Student B follows the sequence below:

• Before viewing: Skim the rubric criteria and any task instructions so that expectations for content, language, and delivery are clear.
• While viewing: Play the video at normal speed, pausing at key moments to insert time-linked comments that reference specific rubric criteria (for example, clarity, fluency, language use, content).
• After viewing: Re-read the comments, assign scores for each rubric category, and add one or two summary comments that highlight strengths as well as specific, actionable suggestions for improvement.

This structure helps Student B balance holistic impressions of the performance with criterion-referenced judgments. For instance, if Student B has difficulty hearing or understanding what Student A says at a particular moment in the recording, she can click the text icon to open a dialogue box and enter written feedback directly at that point in the video. Drawing on the completed rubric sheet, such as the Clarity criterion illustrated in Table 1, Student B might insert a feedback phrase like: "Sometimes it was hard to catch

certain words. Try to say each word a little more clearly."

Figure 3
Screenshot of an H5P Interactive Video Activity Within Moodle Showing the "Add Interactions" Tab, Interaction Menu, and a Text Pop-Up



Note. © Moodle Pty Ltd; H5P © Joubel AS, used under open-source licenses. Screenshot by authors.

B adds criteria-based feedback and scores, then clicks "Save."

Step 5: Student B notifies Student A that feedback has been added to his video and Student A accesses the activity again. As Student A watches, the video will pause at points where Student B's feedback has been added. Student A is encouraged to record a "targeted redo" of his speaking task based on Student B's feedback. The cycle may be repeated two or three times. Optionally, the teacher can monitor these iterations and add to Student B's feedback or provide their own.

2.5 Implementation Notes for Teachers

In the authors' experience, these steps provide sufficient structure for teachers to implement the activity independently while allowing flexibility for different course designs and institutional Moodle settings. To support teachers wishing to adopt this activity, this subsection outlines the minimum practical requirements for implementing the Moodle–H5P workflow. First, teachers must ensure that students have permission to create or edit H5P activities within the course; this setting is typically controlled by a course administrator and may require a one-time adjustment. Second, the teacher creates a designated section in the Moodle course (e.g., "Peer Assessment Tasks") and models the full workflow once, including how to add an H5P activity, upload a video file, and

insert time-linked comments. During modeling, teachers should also demonstrate how to align comments with rubric criteria, how to save interactions, and how to notify a peer when the task is complete. Third, students require access to a device capable of recording short videos (smartphones, tablets, or webcams) and a stable means of uploading those files. Finally, the teacher should schedule the activity so that students have clear deadlines for (a) uploading their recording, (b) adding peer feedback, and (c) submitting their "targeted redo." These procedural elements enable teachers to implement the activity smoothly, even if they are new to H5P or technology-mediated peer assessment.

Because Steps 1 to 5 are asynchronous in nature, they allow both peer assessors and peer-assessed students to give and receive feedback in a contextualized, reflective, and self-paced manner. This flexibility enables students to engage more deeply with the assessment task, review their peers' performances without the pressure of real-time interaction, and consider their comments more thoughtfully. Conditions like these are conducive to enhanced feedback quality and uptake, as students have time to rewatch, pause, and reflect before providing their feedback or acting upon it (Carless & Boud, 2018; Nicol, 2020).

This asynchronous design also provides an opportunity for a degree of anonymization, which can improve reliability and fairness by reducing the social biases often associated with face-to-face peer assessment (Falchikov & Goldfinch, 2000; Patri, 2002; Topping, 2009). Although peer assessment of speaking, particularly with the use of video, does not allow the speaker complete anonymity, an anonymous peer-assessor might help mitigate issues such as friendship bias, reciprocity pressures, and reluctance to offer critical feedback, leading to more objective and honest evaluations. Matching each student with a different peer reduces the likelihood of reciprocal leniency and reinforces inter-rater consistency across the cohort.

It must be noted that introducing anonymized feedback entails practical and administrative demands, as teachers must design, monitor, and maintain systems that preserve anonymity while ensuring accountability and pedagogical coherence. Furthermore, without interaction between peer-assessors themselves, opportunities for clarification and dialogue are limited, which may result in misunderstandings or surface-level engagement with feedback. Moreover, anonymity can reduce accountability if students perceive feedback they give as detached from personal responsibility.

These risks can be mitigated through structured reflection tasks and feedback literacy training that help learners interpret and act on feedback constructively while maintaining fairness and trust (Carless, 2020; Winstone et al., 2017). One practical example of mitigating these risks is with structured reflection tasks. After receiving peer assessment, students can complete a reflection sheet designed to guide them through interpreting and responding to the feedback constructively. They begin by identifying one peer comment they agree with and another they find unclear or potentially unfounded. Next, they paraphrase each comment in their own words to ensure comprehension and then set one specific action goal for improvement, such as slowing their speech rate or emphasizing key words in future recordings. If clarity is requested a teacher can act as intermediary between the peer-assessor and the peer-assessed. This reflection task can be utilized even when anonymization of peer assessment is not undertaken. Overall, anonymization requires careful evaluation of its potential to enhance fairness and objectivity against the practical and pedagogical challenges it may introduce in a specific teacher's classroom context.

Although the framework described in Section 2.4 is illustrated using Moodle–H5P Interactive Video, the pedagogical logic of the activity is not platform-dependent. At a minimum, the technology must allow students to (a) record short speaking performances, (b) access peer recordings, and (c) provide time-referenced or performance-specific feedback. In practice, this can be achieved with relatively modest technical resources. For the Moodle–H5P workflow, minimum requirements include student access to a personal recording device (smartphone, tablet, or webcam), an LMS that permits video upload and playback, and permission for students to create or edit H5P Interactive Video activities. Apart from Moodle, H5P interactive software is available as a free plugin on platforms such as Canvas, Brightspace, Blackboard, WordPress, and Drupal. No specialist software beyond a web browser is required, and videos can be recorded using default camera applications on student devices.

Where H5P is unavailable, teachers can adopt lower-tech or hybrid alternatives while preserving the core feedback cycle. One option is a paper-based approach in which students watch peer videos together in class or independently, complete a printed rubric, and deliver feedback face-to-face or via short response videos of their own. A semi-digital alternative involves adding subtitles or captions to videos as a form of feedback. For example, students can insert comments directly into subtitle files by typing feedback into a Word document with pre-prepared timestamps and then saving it as a plain-text SubRip (.srt) file. If the filename of the .srt file is the same as the video file, feedback (in the form of subtitles) will play automatically. This method allows feedback to appear synchronized with specific moments in the performance without requiring interactive video software. Similarly, widely available platforms such as YouTube provide built-in captioning and subtitle tools that can be repurposed for peer feedback, enabling students to add time-aligned written comments privately or in unlisted videos. Comparable captioning or annotation functions are also available in other common video-editing or presentation tools that might be more familiar to teachers. Across all variants, the essential pedagogical requirement remains the same: feedback must be specific, criterion-referenced, and linked to observable moments in the speaking performance, followed by an opportunity for revision or targeted re-recording, as outlined by Black and Wiliam (2009).

3. Pedagogical Implications and Practitioner Reflections

The observations in this section illustrate how the framework has functioned in the authors' classrooms and how these experiences align with themes in the wider literature. Definitive claims would require systematic data collection and rigorous analysis, so the reflections offered here should be regarded as tentative and situated within a particular classroom context. What follows draws on repeated implementation of the framework across multiple cohorts in required first-year English communication courses and on teachers' classroom observations and informal student feedback.

3.1 Illustrative Outcomes

Across several semesters, the authors have observed that when students take on the role of assessors, the authors notice clear gains in autonomy and engagement. This shift encourages students to participate more actively and reflect more deeply, an observation supported by research into formative peer assessment and learner agency (Carless, 2007; Nicol & Macfarlane-Dick, 2006). Their students also show a greater ability to self-assess and revise their speaking once they are asked to act on peer comments. This reflects

Sadler's (1989) principle that feedback is most powerful when it enables learners to close the gap between current and desired performance. In practice, the authors have found that their students are more motivated to re-record their speaking tasks when feedback is concrete, contextualized, and tied to observable performance.

The authors also observe that their students begin to redirect their goals away from unattainable native-like ideals and toward intelligibility and mutual understanding. This mirrors similar findings in EIL research about a shift to mutual intelligibility, rather than a native-speaker model (Derwing & Munro, 2015; Jenkins, 2007; Seidlhofer, 2011), and is evident when students emphasize intelligibility in post-task reflections.

Another outcome is the development of a shared classroom discourse around performance. By reusing the language that their students generate during assessment discussions together, the authors establish a collective metalanguage that makes feedback more precise and accessible, consistent with Hyland and Hyland's (2006) observations. The authors have noticed gradual improvements in the specificity of student feedback. Early in the course, peer comments are often global and impressionistic (for example, "good pronunciation" or "speak more clearly"). After working with learner-generated rubrics and seeing multiple annotated exemplars, students are more likely to anchor comments in observable behavior (for example, "Your eye contact dropped when you looked at the slides" or "The pause before your key point made it easier to follow"). Over time, some learners begin to anticipate these criteria while planning and rehearsing their own speaking tasks, suggesting a shift toward more self-regulated performance.

These impressions are based on informal classroom observations and end-of-course reflections rather than systematic data collection, and should therefore be read as local, exploratory insights rather than generalizable findings.

3.2 Challenges and Design Considerations

At the same time, the peer-assessment framework presented in this academic report introduces important affective and relational challenges. There are certainly students who struggle to articulate assessment criteria, who feel the emotional weight of critiquing classmates, and/or who hesitate to adapt to new technologies. Some students worry about "not being good enough" at English to evaluate peers and may initially default to overly generous scores in order to avoid potential conflict.

There are also practical considerations related to time and cognitive load. Training students to use H5P Interactive Video, to apply the rubric consistently, and to compose helpful comments requires multiple cycles of modeling and guided practice. Without sufficient support, some learners focus on the mechanics of the software rather than the content of their feedback, which can dilute the formative value of the activity.

Finally, decisions about anonymity and accountability need careful thought. Anonymizing feedback can reduce anxiety for both assessors and recipients, but it may also weaken students' sense of responsibility for the comments they provide. In their context, the authors found it more productive to keep identities visible while explicitly discussing expectations for respectful, constructive language and modeling how to phrase critical feedback in supportive ways.

Based on these experiences, the authors offer the following design recommendations for teachers considering adoption of this framework:

• Allocate at least one full class to modeling the workflow and feedback language, including sample comments that balance praise and critique.

• Use short, low-stakes speaking tasks for the first peer-assessment cycle so that students can focus on learning the process rather than worrying about high-stakes grades.

• Provide sentence stems and discourse moves (for example, “One thing that helped me understand was…,” “A specific way to improve might be…”) to support both positive and critical feedback.

• Decide early whether anonymization is feasible and pedagogically appropriate and make the rationale explicit to students.

Overall, these challenges highlight the importance of designing peer-assessment processes that are transparent, supportive, and developmentally appropriate for learners with diverse linguistic and technological backgrounds. What emerges is a shift from a teacher-centered instruction toward a more collaborative and reflective classroom community supported by authentic samples, co-constructed rubrics, and iterative cycles of peer feedback.

4. Conclusion

This academic report has offered a situated account of one implementation and the practitioner insights that emerged from it. While the peer-assessment framework outlined here draws on established research in formative assessment and learner autonomy, the emphasis here is on practical classroom procedures. The framework lends itself to a range of required and elective classes emphasizing listening and speaking skills; it can be adapted to a range of EFL settings to align with specific institutional goals, technological resources, and learner profiles. Future research might build on this framework by systematically examining how different configurations of benchmarking, rubric co-construction, and technology-mediated commenting influence learners’ feedback literacy, speaking performance, and beliefs about assessment. It is hoped that this kind of research would confirm the authors’ experience that feedback is a transferable skill: even after the course has ended, when no teacher or textbook is available, learners can continue to improve their speaking through the habits of self and peer assessment they have developed in the course.

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Academic Report

Integrating Extensive Reading into Self-Access Learning: Fostering Autonomy and Motivation

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Abstract

This paper explores the integration of extensive reading (ER) within a self-access learning (SAL) environment at Tokai University, focusing on fostering learner autonomy and sustaining motivation through physical and online tools. Drawing on classroom experience, observations, and autonomy-supportive pedagogy, it examines how a well-designed ER program supported by tools such as MReader for progress tracking and goal setting can enhance language proficiency and promote self-directed learning. Key elements include goal setting, reflection, and peer sharing. The paper also considers the ER environment's impact on learners' affective engagement and their willingness to take ownership of learning beyond the classroom. Challenges such as varying engagement levels are addressed with practical strategies for scaffolding autonomy. This report combines teaching experience with relevant literature, offering insights for broader ER implementation in SAL contexts. These insights can inform the design of ER programs in SAL contexts, particularly where sustaining motivation beyond coursework is a challenge. Overall, the paper argues that when embedded meaningfully in SAL settings, ER not only improves language proficiency but also creates opportunities for reading to become a habit.

Keywords: Extensive reading, graded readers, learner community, self-access learning, motivation

1. Introduction

Extensive Reading (ER) provides learners with opportunities to develop their language skills through large amounts of enjoyable, level-appropriate reading, often using simplified texts such as graded readers to build overall language proficiency (Day & Bramford, 2002). Nation and Waring (2020) emphasize that this approach is particularly valuable in contexts where exposure to English outside the classroom is limited. However, sustaining these practices can be challenging, as many learners stop reading once external structures and support are removed. Studies show that motivation for ER is fragile and can be easily displaced by academic pressures or a lack of accountability (de Burgh-Hirabe, 2011). Without systems that encourage independent engagement, learners often struggle to maintain regular reading habits (Kirchhoff, 2013; Stoller, 1994). Self-access learning (SAL) environments can help bridge this gap by providing resources and structured support. Shibata (2016) argues that access to ER materials alone is insufficient; learners also need opportunities to set goals, monitor progress, and receive recognition for their efforts to foster autonomy and sustain motivation. A thoughtfully designed SAL

program can therefore play a key role in encouraging learners to take ownership of their reading and continue beyond classroom instruction.

The extensive reading program at Tokai University brings together physical and digital reading materials, and structured opportunities for peer interaction, all of which contribute to a sense of community around reading. It explores how learners can maintain reading habits after classroom instruction ends and what support mechanisms, such as reading contests, reading circles, and holiday programs, can help sustain motivation and autonomy. Drawing on practical experience, this paper reflects on how ER can be meaningfully embedded within an SAL context to promote long-term engagement.

2. Literature review

2.1 Motivation and engagement in ER programs

Developing learner autonomy is a central aim in language education and is closely tied to giving students meaningful choice and responsibility for their learning (Broady & Kenning, 1996; Ellis & Sinclair, 1989). In the context of ER, autonomy emerges when learners select reading materials that match their interests and set realistic reading goals, which strengthens ownership and persistence (Ellis & Sinclair,1989). However, research indicates access to resources alone rarely sustains engagement once classroom structures end; motivation often declines when the course finishes and the learning community disperses (de Burgh-Hirabe, 2011; Shibata, 2016). Studies on learner autonomy and sustained engagement indicate the need for structured support systems, including guidance on book selection, goal setting, reflection, and opportunities for peer interaction, so learners can make informed choices and remain engaged beyond formal instruction (Broady & Kenning, 1996).

Motivation in ER is multifaceted, involving cognitive, emotional, and social aspects (Dörnyei & Ushioda, 2011). Intrinsic motives, such as curiosity, enjoyment, and interest in stories are powerful drivers, while extrinsic elements, like grades and recognition can help but rarely sustain long-term engagement on their own (Dörnyei, 2021; Grabe, 2009). Effective programs therefore pair autonomy-supportive practices with clear goals, regular encouragement, and timely feedback. Teacher support that reinforces progress toward goals and acknowledges effort has been shown to stabilize motivation and build confidence in self-access settings (Grabe & Stoller, 2011; Kirchhoff, 2013; Leather & Uden, 2021; Stoller, 1994). These findings highlight the importance of combining intrinsic and extrinsic supports with structured guidance to maintain engagement beyond the classroom.

Finally, the benefits of extensive reading accrue gradually through sustained exposure to comprehensive texts over time. Graded readers providing level-appropriate input supports vocabulary acquisition, reading fluency, and overall language proficiency (Day & Bamford, 2002; Grabe, 2009; Nation & Waring, 2020). Because these gains are incremental, programs should foster enjoyment while offering simple tracking and reflection tools to help learners notice progress (Davis, 1995). Online reading management systems that offer brief comprehension quizzes and progress indicators, such as MReader and Xreading, can support accountability and motivation without diminishing the pleasure of reading (Robb, 2015; Nation & Waring, 2020). However, motivation is not maintained by individual strategies alone; social and environmental

supports are equally important for fostering a sense of community and sustaining engagement beyond the classroom.

2.2 Social and environmental support in SAL contexts

The social aspect of self-access learning environments supports motivation by creating a sense of belonging and shared purpose. This sense of community is strengthened by teacher encouragement, recognition of effort, and peer interaction elements that Shibata (2016) identifies as essential for learner engagement. Physical design also contributes to engagement. Positioning reading materials in visible and accessible locations, such as mobile libraries in classrooms, encourages spontaneous interaction, and supports the development of reading habits. Beyond physical access, self-access centers and learning communities provide structured opportunities for reflection, guidance, and collaboration which McMurry et al. (2010) argue are vital for maintaining engagement. Furthermore, research suggests that scaffolding combined with easy access to resources enables learners to develop sustainable reading habits and develop greater autonomy (Benson, 2012; Reinders, 2012; Shibata, 2016). Collectively, these findings underscore that social and environmental factors are not peripheral but central to the success of ER programs in self-access learning context.

Overall, previous research emphasizes that successful ER programs require more than access to graded readers; they must integrate structured goal-setting, feedback mechanisms, and social supports to sustain motivation and foster autonomy. Digital tools can complement these supports by providing progress indicators and accountability without undermining the enjoyment of reading (Nation & Waring, 2020; Robb, 2015). Building on these insights and earlier studies that mobile libraries significantly improve reading consistency and that MReader enhances motivation through visual progress indicators and tiered recognition (Cheetham et al., 2016, 2017), the following sections illustrates how these principles informed the design of Tokai University's ER program through classroom practices, digital resources, and self-access initiatives.

3. ER program description and implementation

This section provides an overview of Tokai University's ER program, explaining its structure, resources, and implementation strategies. The program was developed in response to research showing that accessibility, goal setting, and community support are essential for promoting autonomy. Tokai's ER program was designed around these three pillars: accessibility, consistency, and community. Drawing on these principles and institutional experience, the program combines physical and digital resources with classroom practices to make reading convenient, engaging, and consistent. The following subsections outline the program's organization, technical tools, classroom activities that aim to foster peer interaction and long-term reading habits.

3.1 Program structure and resources

The ER program provides resources across three contexts: classroom-based access**,** online tools, and self-access environments. Classroom resources include the mobile library, which brings graded readers directly into lessons. Online tools, such as MReader, support goal setting and progress tracking, whereas self-access centers provide flexible spaces for independent reading and community-building activities.

Over the past two decades, the university has gradually developed a strong ER program that emphasizes accessibility, consistency, and community engagement. Through ongoing innovation and active teacher involvement, the program has evolved to offer a wide range of reading resources supported by digital tools and classroom-based strategies. The university provides access to graded readers through three primary ways: the university main library, the self-access learning center, and the mobile library (see Figure 1). Instructors select one or more of these options to suit the needs of their classes.

Figure 1
Tokai University main library (left) and mobile library (right)

The mobile library has become a central component of the program because it brings the reading materials directly to the classroom. Research and institutional data indicate that students are more likely to read when books are physically accessible during class time (Cheetham et al., 2017). At the start of each semester, members of the Graded Reader Committee, assisted by students, prepare the mobile library. Teachers who wish to use the ER program sign up in advance, and the classroom teacher brings the mobile library to class. Each mobile library contains two baskets within a cart with approximately 360 books. These baskets are organized into three proficiency levels: basic (75 to 300 headwords), intermediate (300 to 800 headwords), and advanced (700 to 2,200 headwords). Basket levels within the mobile library are assigned based on the needs of the class.

In total, the mobile library holds approximately 19,500 books across more than 1,800 titles, organized into ten levels based on headword counts. Titles are sourced from a range of major publishers, including *Cambridge, National Geographic Learning, Oxford, Penguin, Pearson-Longman, Scholastic,* and *Seeds Learning*. A color-coded classification system standardizes proficiency levels across publishers and ensures students can easily select appropriate reading materials.

3.2 Online activities: digital tools and goal settings

A central feature of the university's ER program is MReader, an online platform that supports extensive reading by offering brief post-reading quizzes to track students' progress. It provides immediate feedback and incorporates visual incentives such as leaderboards, progress bars, and stamp collections, which enhance student engagement and motivation (Leather & Uden, 2021). Previous research found that quizzes provide

reassurance (i.e., "I really understood this book"), helping students feel confident about their reading progress without diminishing the pleasure aspect (Cheetham et al., 2016; Robb, 2015). MReader also facilitates weekly goal-setting and enables teachers to monitor both individual and group performance through detailed dashboards. This system not only promotes accountability but also allows educators to recognize top performers as well as students who demonstrate steady improvement or consistent effort (Leather & Uden, 2021; Nation & Waring, 2020).

The university's ER program emphasizes developing reading as a habit by establishing clear and achievable goals. Teachers are encouraged to introduce these goals through MReader at the beginning of the term, ensuring they align with students' language proficiency levels. Consistent implementation is essential because regular exposure to reading materials, supported by in-class guidance, helps students develop sustained reading habits. While graded readers make up an average of 19 percent of all books borrowed from the university library, one study found that students using the mobile library achieved a weekly reading consistency rate of 59 percent, significantly higher than those who relied solely on the university library (Cheetham et al., 2017).

3.3 Classroom activities: peer engagement

The ER program fosters a classroom culture that promotes facilitation, peer interaction, and recognition. Many teachers allocate 15 to 20 minutes of class time a week for book selection and in-class reading. When the mobile library is brought in, students often assist in organizing and displaying the books. This setup encourages browsing and informal book discussions, as students are naturally inclined to recommend books to their peers. Each graded reader includes a five-star rating sheet with space for brief comments (Elliott & Cheetham, 2018), encouraging self-reflection and helping others choose books more effectively. To deepen engagement, teachers often require weekly mini-book reviews in pairs or small groups. These discussions encourage students to share insights, provide summaries, and offer feedback on what they have read, further reinforcing reading habits through social reinforcement. Instructors are advised to regularly acknowledge student efforts. Praise for milestones such as the most improved reader or most consistent reader helps maintain student motivation and fosters a community of supportive learners.

4. Promoting autonomy and sustaining motivation

This section focuses on activities beyond the classroom, including self-access initiatives and institution-wide programs that encourage independent reading and long-term engagement.

4.1 Self-access activities: transitioning to independent reading

One of the ongoing challenges in ER programs is sustaining student motivation beyond the classroom. While learners often engage with MReader as part of coursework, continuing these habits independently is more difficult. To address this, several strategies have been implemented to promote learner autonomy, extend motivation beyond coursework, and foster a sustained sense of community.

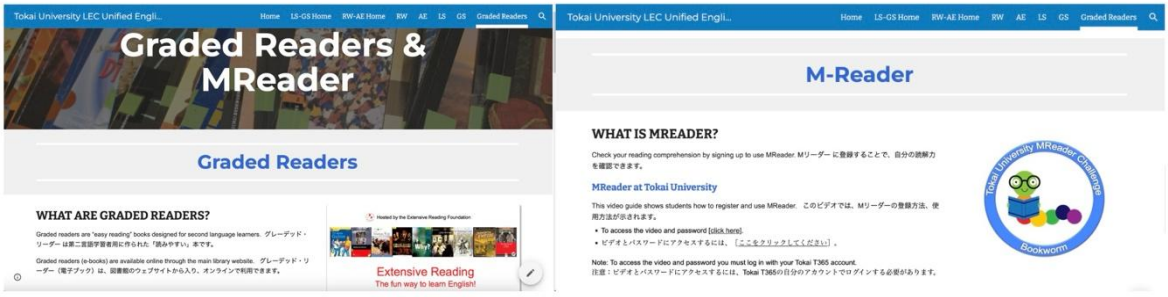
At the end of each semester, students are encouraged to transfer their MReader account to a self-access version, so they can continue using it independently. To facilitate this process, a message is posted in MReader, and teachers receive promotional materials

to guide students through the transition. On average, about 25 students (approximately 2% of the 1,245 MReader users per semester) transfer their accounts each semester to the self-access version. However, long-term engagement varies; while some maintain their routines, others lose motivation once the activity is no longer tied to specific goals (Grabe, 2009; Leather & Uden, 2021). It should be noted that the self-access reading program is open to all students, regardless of whether they have previously used graded readers in class. Some even resume reading after extended breaks, demonstrating the value of maintaining flexible access.

4.2 Online support for self-access

To support the transition to independent reading and sustain motivation beyond the classroom, a dedicated student website called E-Web was developed using Google Sites by members of the Language Education Center's ICT Committee. This committee consists of English language teachers who specialize in technology integration and are responsible for creating and maintaining online self-access materials for Tokai students. Within the site, there is a page specifically focused on extensive reading that contains bilingual explanations, instructional videos, contest updates, and useful links related to the graded reader library and MReader (see Figure 2). This online resource helps make ER more accessible and less intimidating, especially for students unfamiliar with the concept. In addition to the website, students produced two animated Whiteboard Videos using VideoScribe: one introducing the benefits of extensive reading and the other explaining how to use MReader. These short, visually engaging videos combine hand-drawn illustrations and text in an animated format to capture attention and make key concepts easy to understand. Their purpose is to raise awareness of the ER program and its digital tools and to encourage new users to participate.

Figure 2



Tokai University Language Education Center's E-Web site extensive reading page

4.3 Institution-wide initiative: The MReader Challenge

A successful tool for promoting sustained reading has been the MReader Challenge, an institution-wide initiative implemented across all participating Tokai campuses. The program invites all students to read graded readers and complete corresponding MReader quizzes. Initially, the challenge required participants to read 40 books or reach 100,000 words per semester. This word-count-based approach was chosen to accommodate different language proficiency levels. For students in basic proficiency-level required classes, the target is based on book count rather than word count to ensure accessibility. Using this criterion, participation increased from 30 to over 180 students in one semester,

demonstrating strong and growing interest in reading. However, many students stopped once they reached the minimum requirement. To encourage continued engagement, a tiered recognition system was introduced in 2017 (Elliott & Cheetham, 2018). The system includes six award levels, from Bronze to Diamond, based on book count or total word count:

Table 1

MReader Challenge Tiered Award Levels

Number of words read with MReader quizzes passed	Award level
40 books*	Bronze Bookworms
150,000 words	Silver Bookworms
250,000 words	Gold Bookworms
350,000 words	Emerald Bookworms
450,000 words	Ruby Bookworms
600,000+ words	Diamond Bookworms

Note. *40-book requirement applies only to students enrolled in basic proficiency-level required classes. Adapted from Cheetham et al. (2017).

The updated format promotes long-term engagement by celebrating diverse levels of achievements. Qualifying students receive a certificate, collectable pins, and celebratory lunch. This event is featured in the campus newspaper, highlighting student accomplishments and providing strong motivation.

Importantly, the Challenge emphasizes personal growth over competition. Students are encouraged to surpass their previous records and continue reading beyond the basic requirements. A key feature of the program is that the Challenge is calculated over one academic year, allowing students to accumulate their reading progress across both semesters. This also enables students to build on the previous year's award by reaching a higher level, reinforcing a sense of continuity and supporting long-term goal setting.

4.4 Participation trends and program impact

Participation data over the years reflects both the growth and challenges of sustaining engagement. Following the COVID-19 years, the program has had to rebuild and adapt, facing ongoing challenges due to curriculum changes and shifting student needs. Table 2 summarizes the number of registered MReader accounts, students who completed the Challenge, and those who achieved reading levels above the entry threshold:

Table 2
MReader Challenge Participation Summary

Academic year	Registered MReader accounts	Challenge completed	Challenge completed above entry level
Fall 2014	975	45	N/A
2015	2,065	79	N/A
2016	2,616	75	N/A
2017	2,823	135	21
2018	3,667	95	25
2019	4,943	145	25
2020-2021 (Covid-19 years no ER program)	N/A	N/A	N/A
2022*	2,313	78	24
2023*	1,482	52	8
2024*	1,529	54	6
Total	**22,413**	**613**	**84**

Note. *For 2022, 2023, and 2024, second-year required courses were removed due to a curriculum change. This reduction in required classes significantly impacted participation rates, as fewer students were enrolled in courses that included ER as part of the curriculum.

This personalized approach has cultivated a culture of reading persistence. A small group of highly committed students, affectionately referred to as “book eaters,” who have read over two million words within just three terms. These students initially used MReader as part of their coursework, then moved to self-access accounts, and continued their reading independently. Their progress shows how a well-supported ER program can encourage independent, lifelong reading. In addition, MReader’s international leaderboard recognizes top readers globally, offering further motivation by linking students’ efforts to a broader reading community (Robb, 2015; Nation & Waring, 2020; Leather & Uden, 2021). This feature provides visible milestones that inspire continued reading and reinforce a sense of progress beyond the classroom.

5. Extensive reading within a self-access center

To further promote extensive reading beyond the structured classroom setting, the program integrated activities within the self-access center, providing a flexible and learner-centered environment. These initiatives aimed to enhance motivation, build community, and encourage reading for enjoyment and personal growth.

5.1 Creating a learner-centered reading space

The self-access center offers students a dedicated space to engage with graded readers at their own pace. This environment supports autonomy by allowing learners to select materials independently while still benefiting from teacher guidance and peer interaction during organized activities. The center also serves as a hub for collaborative programs such as reading circles and holiday reading initiatives.

5.2 Bookworm reading circles

One such initiative was the introduction of reading circles, also known as reading groups, which are recognized for boosting motivation and fostering a sense of belonging—a key factor in sustaining ER habits (Aronson & Steele, 2005). To support these outcomes, a reading circle program was launched in the self-access center to build a lasting learner community. Based on the *Oxford Reading Circles* method (Oxford University Press, 2021), two teachers launched the "Bookworms Reading Circle" to promote pleasure reading, improve comprehension, and encourage discussion. The structured format helped guide conversations and increase engagement, and with minor adjustments, it worked well in the self-access setting.

For these reading circles, teachers selected a graded reader for discussion, considering availability and seasonal themes. For example, *Dracula* (Stoker, 2008) from the *Oxford Bookworms Library* was chosen to coincide with Halloween. Books were typically at A2 or B1 levels of the Common European Framework of Reference (CEFR) to ensure accessibility. Copies were provided in advance, and students were expected to read the book beforehand. As an added incentive, participants earned MReader bonus points for attending. During sessions, teachers introduced the book and author, led discussions, and used publisher materials such as summaries and background notes. Building on these, the teachers created discussion prompts focusing on comprehension, vocabulary, cultural, and personal reflection (see Appendix). Additional resources such as audio recordings and video clips also enriched the sessions.

Despite careful planning and an engaging format, participation in the reading circles remained low. Although open to all students, only a few attended. It became clear that occasional meetings were insufficient to foster strong relationships or a lasting sense of community. To address this, future iterations of the reading circles could incorporate digital tools to sustain ongoing engagement. For example, Microsoft Teams could serve as a collaborative platform where students receive updates, share recommendations, respond to discussion prompts, and vote on future book selections. Teachers could also use Teams to host virtual reading circle sessions, making participation more flexible and accessible. These digital elements may reduce isolation, promote consistent participation, and help build a self-sustaining ER community.

5.3 Holiday reading program

In addition to the reading group, the university piloted a holiday reading program during the summer and winter breaks to provide continued access to ER outside the regular academic calendar. The program utilized Xreading, a virtual library and learning management system featuring tools like MReader, making it both accessible and familiar to students. The university funded the subscriptions with participation limited to approximately 20 students per break. Prior to the holidays, students attended an

orientation session where they were informed that completed books would be credited to their MReader accounts.

While many students began enthusiastically, interest declined as holiday plans took priority. The absence of community and structured interaction likely contributed to this drop in engagement. Without regular contact or social accountability, students were left to manage their reading independently. Interestingly, several students who were not officially enrolled continued reading using campus or public library materials. Results showed little difference between these independent readers and official holiday participants, suggesting that paid access to digital platforms, while helpful, may be unnecessary if students have access to physical reading materials.

6. Reflections and future implications

6.1 Supporting motivation through community and flexible access

Sustaining student motivation beyond the classroom remains a central challenge in extensive reading programs. While access to graded readers provides a necessary foundation, long-term engagement depends on a combination of scaffolding tools, institutional support, and community building efforts. Tools like MReader and initiatives such as the MReader Challenge have proven effective in helping learners set goals, track progress, and stay motivated through tiered recognition and public acknowledgment. However, motivation tends to decline when these tools are disconnected from coursework, underscoring the need for integration with classroom practices.

Community-oriented efforts, including the reading group and the holiday reading program, have demonstrated the importance of social connection in maintaining reading habits. Although participation in these programs was limited, they provided valuable insights. Students are more likely to remain engaged when they feel part of a community and when reading becomes integrated into their personal routines. The reading group offered a structured and enjoyable space for discussion and reflection. The holiday program revealed that even without formal enrolment, students with access to physical or digital materials often continued reading independently. This finding highlights the significance of providing flexible and easily accessible reading resources. More broadly, the evidence suggests that while physical resources and recognition systems are effective, they must be complemented by digital platforms and community-building strategies to maintain engagement.

6.2 Sustaining and extending SAL support

SAL environments play an important role in supporting student learning and autonomy, but they often require dedicated physical space, administrative support, and ongoing educator involvement. Birdsell (2015) notes these demands can be costly and may not always be feasible, particularly in institutions with limited resources. Despite these challenges, the core principles of SAL such as learner autonomy, resource accessibility, and community support can be maintained through alternative formats.

One promising direction is the development of online SAL communities. With teacher support and thoughtful design, digital platforms could replicate many of the benefits of physical SAL centers. Microsoft Teams, for instance, can be used not only for communication and resource sharing but also for interactive activities such as a virtual

reading circles and collaborative discussion. Alongside tools like Google Sites, Teams can facilitate peer interaction, provide updates, and create spaces for ongoing engagement. These virtual environments offer flexibility, reduce overhead costs, and can extend the reach of ER programs to a broader student population. Humphreys (2023) demonstrates that well-designed digital self-access resources in Japanese university contexts can foster learner autonomy and engagement, particularly when educators provide guidance and opportunities for collaboration.

7. Conclusion

Extensive reading programs benefit most from a balanced approach that combines structured support, motivational tools, and opportunities for community engagement. While tools like MReader and the MReader Challenge help learners set goals and track progress, their effectiveness depends on consistent integration with classroom practices. Without this connection, motivation can fade, especially when learners are expected to continue independently. Community-based initiatives such as reading circles and holiday programs have shown that students are more likely to sustain reading habits when they feel part of a supportive environment and have flexible access to resources. Even limited participation in these programs revealed that autonomy and engagement are strengthened when learners have the freedom to choose and reflect on their reading.

Although self-access learning centers play a valuable role in promoting autonomy, they require ongoing resources and support that may not be feasible in all contexts. However, the principles of SAL can be extended through online platforms. With teacher guidance, digital communities can offer continuity, interaction, and access to materials, helping students maintain their reading routines beyond the classroom. Looking ahead, the thoughtful integration of digital platforms for communication and collaboration can enhance continuity and extend the reach of ER programs. By thoughtfully blending institutional scaffolding with learner driven initiatives both in physical and virtual spaces, ER programs can empower students to transition from course dependent reading to independent, sustained engagement.

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Appendix

Bookworms Reading Circle
Discussion Questions

Comprehension Questions
What is the main idea of the story?
Who are the main characters, and what are their roles?
Where and when does the story take place?
What events are most important in the plot? Can you summarize them?

Vocabulary and Language
What new words did you learn from the text? Can you use them in a sentence?
Were there any phrases or expressions that you found interesting? What do they mean?
How does the author's use of language create mood or tone in the story?

Cultural Insights
Did you notice any cultural elements in the book? How do they compare to your own culture?
What did you learn about the culture presented in the story?

Personal Connection
Did you relate to any characters or situations in the story? How?
What was your favorite part of the book, and why?
Do you agree with the characters' decisions? Why or why not?

Reflection and Opinion
What message or lesson do you think the author wanted to convey?
How did the story make you feel? Why?
If you could change one thing about the story, what would it be?

『東海大学紀要　語学教育センター』

投稿規程

1．投稿資格

（1）本センター所属の専任・特任・非常勤教員

（2）専門分野が本紀要と合致する本学所属の専任・特任教員

（3）本センター所属の専任・特任教員との共同研究者

（4）センター紀要委員会が投稿を許可する者

2．発行回数・日程

（1）年 1 回

（2）発行：3 月 31 日

3．原稿作成

（1）内容

1）学術論文：新規性，独創性，将来的発展性，学術的・教育的寄与が明らかに確認できる研究をまとめた論文

2）研究ノート：萌芽的研究，追試的研究をまとめた論考

3）各種報告：授業実践報告，調査報告など

（2）分量

1）全体で 20 頁以内（要旨・図表・註・参考文献を含む）

2）要旨は，日本語，中国語，韓国語の場合 500 字以内，それ以外の言語，例えば欧文の場合 250 語以内

※研究ノート，各種報告の要旨は別添（投稿時に別ファイルにて提出する。7. 原稿提出の項を参照のこと）（要旨の掲載は学術論文のみ）

（3）使用言語

1）本文も要旨も言語は任意（ただし，本文か要旨のいずれかは日本語または英語とする）

2）本文と要旨が同一言語の場合，要旨の表題と著者名を削除する。

（4）その他

投稿原稿として次の 2 つの版を作成の上，提出する。

1）投稿者に関わる情報（執筆者名，所属，書誌情報）を掲載している版（普通版と呼ぶ）

2）投稿者に関わる情報を消去した版（マスク版と呼ぶ）

4．書式

（1）所定フォーマット（テンプレート）を使用する。（毎年公開される紀要リンクからテンプレートをダウンロードしてください。）

（2）参考文献は原則として APA 第 7 版（https://apastyle.apa.org/）の方式で，末尾にまとめる。

（3）その他の言語による投稿は，当該分野の最も一般的な論文の書式に従う。

5．投稿制限

（1）1 人あたり，単著 1 本＋共著 1 本

（2）1 人あたり，共著 2 本

6．機関リポジトリ登録

（1）本紀要に掲載される論文は機関リポジトリに登録・公開される。

（2）著作権は著者が有する。

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7．原稿提出

（1）提出先

紀要委員会（提出先の E-mail は紀要委員会から知らされます。）

（2）提出書類（以下のすべてを提出すること）

1）電子データ（Word）普通版とマスク版

2）電子データ（PDF）普通版とマスク版

3）投稿整理票（4.（1）の紀要リンクからダウンロードしてください。）

※研究ノートと各種報告の場合は，さらに（上記 1）～ 3）に加えて）要旨（Word, PDF）を別ファイルで提出

（3）投稿締切：10 月 15 日

8．掲載の可否

紀要委員会が決定する。

9．付記

「人を対象とする研究」に関して東海大学の倫理委員会の承認を得た場合，原稿末尾に
東海大学の倫理委員会の承認番号と承認対象年度を明記する。

The Bulletin of the Tokai University Language Education Center
Submission Guidelines

1. Eligible Contributors

The contributors must meet one of the following criteria:

(1) a tenured/non-tenured full-time faculty member, or a part-time teacher of the Tokai University Language Education Center (LEC)

(2) a tenured/non-tenured full-time faculty member of Tokai University whose academic specialization is in line with the research areas pursued by the LEC Bulletin

(3) an individual who co-authors with tenured/non-tenured full-time faculty members of the Tokai University Language Education Center (LEC)

(4) an individual authorized by the Bulletin committee for contribution

2. Publication Schedule

(1) Annual

(2) Publication Date: March 31

3. Manuscript Preparation

(1) Submission Category

a. Article: An academic paper summarizes novel research and offers creativity and originality. It also has future expandability and clearly contributes to academic and educational fields.

b. Research Note: A study summarizing exploratory and follow-up research.

c. Academic Report: Classroom reports, survey reports, etc.

(2) Length

a. Manuscripts should not exceed 20 pages, including abstracts, figures, tables, notes, references, etc.

b. Abstracts written in Japanese, Chinese, and Korean should be within 500 characters while abstracts in other languages should be 250 words or less.

* In the case of Research Notes and Academic Reports, abstracts should be both in the manuscript and in a separate file and will not be included in the publication (Abstracts are only published for Articles).

(3) Language

a. There are no restrictions regarding the language in which the main text of the manuscript is written. However, the title and the name of the author(s) should be deleted from the abstract if the main text and its abstract are written in the same language.

b. Either the main text or the abstract must be written either in Japanese or English.

(4) Other

Create and submit two versions of manuscripts:

a. Regular Version = a version that contains information related to the author (e.g. author name, affiliation, journal information)

b. Masked Version = a version without information related to the author

4. Manuscript Format

(1) Template

A template is downloadable from the bulletin link that will be provided every year.

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In principle, references are to be placed at the end of the manuscript and should follow APA 7th Edition style (https://apastyle.apa.org/).

(3) Manuscripts in languages other than Japanese

Manuscript submissions in languages other than Japanese, including English, should follow the most commonly

used formats for academic papers in those languages/fields. English manuscripts should follow APA 7th edition.

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An author is eligible to submit the following per issue:

(1) one single-authored paper, and one co-authored paper, or

(2) two co-authored papers

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7. Submission

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(2) The following items need to accompany the manuscript upon submission:

a. Digital data (in Word format) Regular and Masked Versions
b. Digital data (in PDF format) Regular and Masked Versions
c. Submission Sheet (downloadable from the bulletin link in 4. (1) above)

* In the case of Research Notes and Academic Reports, submit an abstract (Word, PDF) in a separate file in addition to the abstract written in the submitted manuscript.

(3) Submission Deadline: October 15th

8. Manuscript Acceptance or Rejection

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9. Note

Manuscripts containing research which cites or targets participants who are Tokai University students should clearly list the IRB approval year and number issued by the Tokai University Ethics Committee at the end of the paper.

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