

Guest Editors' Introduction

Welcome to this themed issue of TEFLIN Journal on extensive reading (ER) and extensive listening (EL). The themed issue opens with several papers introducing extensive reading and extensive listening from the Indonesian perspective. **Christina Lhaksmita Anandari** and **Yuseva Ariyani Iswandari** of the Indonesian Extensive Reading Association (IERA) review IERA's work in promoting ER and their efforts in setting up ER programs around Indonesia. Their work suggests the most important factors in creating a successful ER program are management support and the presence of a culture of literacy at home. **Rob Waring** and **Nida Husna** presented data on Indonesian teachers' knowledge about extensive reading and their experiences after having attended ER workshops. They found that some teachers clearly understood the concept of ER, while others were less knowledgeable. These two papers also highlighted the issues many Indonesian teachers face when setting up and managing an ER program.

The next two papers look a little more widely at the concept of ER and EL generally. **Ng Qiu Rong**, **Willy Renandya** and **Chung Miao Yee Clare** provide an excellent survey on the state of play in extensive reading by looking at the theory, the research and the implementation of ER. **Yuseva Ariyani Iswandari** and **Lanoke Intan Paradita** interview Professor **Paul Nation** of Victoria University Wellington, New Zealand about extensive reading in EFL settings. Professor Nation stressed the need for ER and EL to be part of a balanced curriculum involving all four strands of language focused learning, meaning focused input, meaning focused output and fluency development.

The next three papers look at the effect of ER on the four skills and critical thinking skill development. **Anita Kurniawati Hadiyanto** gathered data on how the students' collaborative writing was affected by having done extensive reading. She found that both the teachers and students perceived that the story writing project was beneficial to enhance the students' creativity and imagination. **Nida Husna's** data also shows how an ER program improves her students' critical thinking skills. **Kyung-Sook Cho** and **Stephen Krashen** present data showing that more pleasure reading in a foreign language is related to self-reported competence in speaking, listening, reading and writing.

Two papers also discuss the concept of extensive listening. **Francisca M. Ivone** and **Willy A. Renandya** look at the relationship between extensive listening (EL) and extensive viewing in ELT, the differences between ER and EL and explore ways to implement them in the classroom. **Kukuh Dwi Pamuji, Rob Waring** and **Eri Kurniawan** explored teachers' experiences of extensive listening through an online questionnaire and personal interviews with two teachers to discover how they had become addicted to extensive listening.

Michael McCollister provides a Taiwanese perspective on ER through the eyes of one well-established ER program. He concludes that even though a country's ministry of education does not support ER and EL, they should be done nevertheless.

Finally, the guest editors would like to take this opportunity to thank all the contributors, the TEFLIN Journal Editorial Board, and TEFLIN, for their support of extensive reading and extensive listening. We would also like to thank the Extensive Reading Foundation (www.er-foundation.org) and the Indonesian Extensive Reading Association (<http://iera-extensivereading.id/>) for their tireless work in supporting extensive reading in Indonesia.

Willy Renandya and Rob Waring
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