

日本多読学会紀要

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日本多読学会紀要第 11 巻刊行に寄せて

日本各地が寒波に見舞われた冬がようやく過ぎ去り、春の訪れを感じさせる季節になりました。本年もこのような時期に日本多読学会の第 11 巻紀要をお届けできる運びとなりました。

日本多読学会のこの一年を振り返ると、特筆すべきこととして年会開催と併せて第 4 回国際多読教育学会 (ERWC4) を、全国語学教育学会 JALT ER SIG との共催で開催したことが挙げられます。大会では学会員による研究発表が多数行われましたが、その他として今回は本学会がスポンサーとなり、特別講演者として Philip Prowse 氏 (GR 作家、Cambridge English Readers 監修者) を、そして JERA 奨学金招待者として Yuseva Iswandari 氏 (インドネシア多読学会コーディネーター) をそれぞれ海外からお招きしました。本紀要では大会報告と共に、両氏による特別寄稿が掲載されています。Philip Prowse 氏は GR 作家としての経験を披露され、教室内ライティング指導への応用も語られています。Yuseva Iswandari 氏はインドネシア国内における「多読」に対する期待と可能性を、教育行政・教育現場など様々な面から語られています。どちらも国内で多読指導に関わる私たちには示唆に富む内容と言えます。

本紀要においては上記特別寄稿の他、研究論文、事例研究、実践報告、研究ノート、私の多読指導が各 1 編、それに大会・セミナー報告が掲載されています。それぞれが実践に裏打ちされた論考であり、読者の日常の多読指導への何らかのヒントとなれば幸いです。研究論文では大学において半年間行われた多読実践を多角的な観点から分析し、限定的ながらその効果が実証的に述べられています。事例研究では、イギリスの小学生のリーディング教育で使用されている Levelled Readers の現状が調査され、小学校でのリーディング授業観察が報告されています。実践報告では、多読活動から派生する 1 つの授業活動として取り組んだビブリオバトルについて報告されています。研究ノートでは、大学の多読指導プログラムを受けた学生達その後多読活動から離れてゆくという現象を深刻に受け止め、その原因と処方箋に向け、読書教育と脳科学という二つの異なる視点からアプローチする試みが報告されています。私の多読指導では、中学校において ORT を英語の絵本として活用した導入期の多読指導について報告されています。

日本多読学会紀要の投稿原稿には全部で 9 つのカテゴリーがあります。それらのうちで今回登場していないものに「多読用図書紹介」「アイディア」などがあります。これらは他の学会誌には見られない本学会紀要独自のカテゴリーです。私たちはこうした投稿原稿の種類における多様性を、本学会の紀要の特徴としてこれからも大切にしてゆきたいと考えます。今後とも会員各位の積極的な発信をお願いする次第です。

日本多読学会会長
竹田 恒美

特別寄稿

IERA: A Bridge to Promoting Extensive Reading in Indonesia

Yuseva Ariyani Iswandari (Sanata Dharma University)

In Indonesian context, English as a foreign language (EFL) is considered to be one of the important languages to be mastered by students in order to achieve their future academic and career success. Therefore, many parents tend to introduce the language to their children as early as possible. However, in the formal curriculum English is generally taught starting from elementary school level for 6 years. The students continue learning this subject in the secondary level from junior high to senior high school for another 6 years. The tertiary education (university) level includes learning English for at least one year (two semesters) on average in the curriculum. Therefore, it can be said that Indonesian EFL students normally learn English for more or less 13 years.

The students learn the four English skills namely speaking, listening, writing, and reading integratedly. It is in line with Haverson (1991) who suggests that language activities covering those four skills should be taught with no distinctive separation since all of them are needed in the daily life communication. Among those four skills, however, reading and understanding English texts are still considered burdensome. The first reason is related to the absence of (L1 and/or L2) reading habit both in family and school culture. Laksmi (2007) states that oral tradition has rooted in Indonesian society. As a result, students normally grow up listening to oral stories told by their parents. Therefore, it is unusual to find students sitting down and reading books for pleasure. They normally read only when they have assignments which require them to read. In addition, reading infrastructure support such as the availability of good books and easy-accessed library is still poor, which means that many schools and public libraries do not have a large supply of updated books. That is why parents and teachers seem difficult to inculcate reading activity to them and, as a result, most of Indonesian students have low reading habit. Iftanti (2012) conducted a research on students' reading habit to 546 English department students from five state universities in East Java. She used the amount of reading practice as the indicator of reading habit. The finding shows that 68.49% of the respondents still had low reading habit because they had insufficient exposure to reading books both at school and home every day. The second reason is because comprehending English reading materials still becomes the key issue for Indonesian students due to limited

English vocabulary, lack of schematic knowledge, reading fluency, and the very little understanding of reading strategies (Hedge, 2003). Besides, reading activity in the classroom is not far from answering reading comprehension questions only. The major result of this is the students' scores. The inability to comprehend what they read and the not-so-good reading score lead them to the growing frustration and low reading motivation.

Many studies indicate that one of the easiest and most effective ways to help students increase their reading habit is by promoting extensive reading (e.g. Davis, 1995; Nuttall, 1998; Renandya 2007). Although extensive reading has been practiced in many countries for years, it is still new among Indonesian teachers. In the effort of establishing students' reading habit, Indonesian government launched school literacy movement called *Gerakan Literasi Sekolah* (GLS) that was stated in Education and Cultural Ministry Regulation No 23 in 2015. The main purpose of this movement is to develop students' reading habit and to improve their reading ability at schools. The teachers invite students to read any non-academic books for 15 minutes before the lesson starts. Based on the interview with some school teachers, the writer found out that this movement is not yet effective. There are a few factors suspected to contribute such as the teachers and students' confusion on what books to read and how to maintain the students' focus during the implementation. Many of the books are either out-of-dated or not suitable with their level and interest. As a result, they end up spending those 15 minutes talking and doing nothing.

It is then very fortunate for the writer to have connected to Dr. Willy Renandya who introduced her to the Extensive Reading Foundation (ERF) in early 2016. After some discussion, the Indonesian Extensive Reading Association (IERA) was finally established with Yuseva Iswandari and Christina Anandari as the coordinators. Professor Rob Waring (from the ERF) signed the Memorandum of Understanding (MoU) with Dr. Ouda Ena (from Sanata Dharma University) on October 21, 2016. The main purpose of the establishment of IERA is to introduce the concept of extensive reading to English teachers and students at schools. IERA is under the English Language Education Study Program and, therefore, the current focus is on L2 extensive reading.



Picture 1. Prof Waring signing MoU with IERA

There are three main activities conducted by IERA this year. The first activity is creating a venue for the exchange of information and best practices on ER and its possible programs through regular free-of-charge ER workshops for English teachers, lecturers, and students around Indonesia. The first workshop was held on May 24, 2016 with two main speakers: Dr. Willy Renandya of Nanyang Technological University and Dionisius Sasmoyo of Tanoto Foundation.



Picture 2. IERA and workshop speakers

Dr. Renandya introduced L2 ER and how to implement it in EFL context. Meanwhile, Dionisius Sasmoyo talked more about ER in difficult circumstances and shared about his experience promoting it in rural areas where books are very limited.



Picture 3. Dr. Renandya's session



Picture 4. Sasmoyo's session



Picture 5. ER follow-up activity demonstration

The workshop concludes that L2 ER is possible to practice in EFL setting, but the challenge is on reaching broader workshop participants from different islands. Indonesia has 5 big islands and 17.504 small islands. IERA is established in Java islands and almost all of the workshop participants were from the surrounding areas only. It is hoped that IERA can hold similar

workshop in other islands.

The second activity is helping schools establish ER program and provide English graded readers. After the ER workshop, two participants sent a proposal to IERA to help them establish ER program in their schools. Both of them claimed that they actually had implemented ER in their classes, however, they stated that they still faced some challenges such as the availability of books and students' attitude towards reading itself. Anderson (1999) argues that "one of the classroom challenges faced by EFL teachers when teaching reading is related to how to help students find usefulness of reading towards their L2 learning" (p. 1). Furthermore, another challenge stated by those teachers was their students' attitude towards reading. This attitude is so much influenced by the culture where these students have raised and lived. Anderson (2008, p. 4) mentions that reading has not become an essential part of the society's life in many places, particularly in developing countries like Indonesia. Accordingly, Indonesian students' reading attitude is still poor compared to the societies with enthusiastic readers. A study conducted by Central Connecticut State University also reports that Indonesian reading interest is on the 60th position out of 61 countries.

Using around 450 graded readers donated by Mark Alberding through ERF, IERA conducted ER program in two schools last semester. One school was a private junior high school and the other one was a public senior high school. Based on the preliminary questionnaire, it was found that the students of Budi Utama Junior High School had very positive attitude towards reading as 89% out of 70 students joining the ER program had better L2 reading exposure at home. Hence, their English proficiency helped them understand many of the books they read. They could select and read the books according to their proficiency level and interest independently. IERA team also had opportunity to read "Egghead" by Michael Lacey Freeman, the winner of Language Learner Literature Award. As a follow-up activity, we invited students to express their thoughts in the form of a letter to the author. Later, we managed to have skype video call which enabled the students to read the letter directly to Michael and have discussion on the book. The students claimed that this ER program helped them find reading meaningful.



Picture 6 & 7. Budi Utama JHS doing their ER program



Picture 8. Skype video call with Michael Lacey Freeman, the author of Egghead

The ER program with the public senior high school, however, did not really succeed. The contributing factors were because the majority of the students still had very low reading motivation and their English proficiency was still poor. They still struggled with their English vocabulary and grammar and, consequently, they did not really enjoy reading the books. This still becomes IERA homework in the future.

The last activity is conducting joint research on the implementation of ER in Indonesia with seven universities who become IERA members. The target is on observing students' engagement in

reading and how ER program can increase their reading interest. The idea of inviting other universities to be the members is that by having more universities involved, IERA could reach more areas and could maintain the sustainability of IERA programs. IERA also has a Facebook group that facilitates various discussions on ER and the seven universities have responsibility to maintain this group active by sharing articles and possible ER activities, and providing information related to ER.

It is still a long road to go for IERA to promote extensive reading in order to help Indonesian students develop their reading habit. However, with the abundant support from the ERF and ER world experts, we are very optimistic that we could inspire more schools and teachers to start implementing ER. We already have several ER plans next year. IERA is going to hold 2018 ER Roadshow to five cities around Indonesia and invite school teachers to attend. There will be three main speakers in this roadshow: Professor Richard Day (ERF), Dr. Willy Renandya (ERF), and Yuseva Iswandari (IERA). Finally, IERA would like to express our gratitude to Japan Extensive Reading Association (JERA) who had given scholarship to the writer to attend the 4th Extensive Reading World Congress (ERWC4) in Japan last August. The opportunity given to the writer brings a lot of valuable experience and benefits to share to other Indonesian teachers. As the inspiring quote from James Patterson said “There’s no such thing as a kid who hates reading. There are kids who love reading, and kids who are reading the wrong books”, students will develop their reading habit if they are guided to read and read the right books.

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