

Teaching Practice

Motivating Students with Reading Activities in the Active Learning Classroom

Maria Lupas and Akiko Kano

Abstract

The place of English picture book reading and of extensive reading in the classroom has grown in Japan in recent years. These two different types of activities have taken place at Sophia University Junior College Division (SUJCD) and have contributed to increasing students' skills and interest in English learning. This article traces the implementation and evolution of an extensive reading Skills course as well as an English picture book read-aloud activity practiced as part of a service-learning program on teaching English to young learners. We will showcase activities used in read-aloud and extensive reading which developed in response to challenges in implementation and which met the needs of active learning language classrooms. Both activities, administrated in active learning type classes, suggested positive outcomes for SUJCD students.

Introduction

The Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) has issued a revised course of study for K-12 education emphasizing competences in three areas: knowledge, skills, and values (MEXT, 2017). It also has issued guidelines encouraging the use of active learning in the classroom in Japanese higher education (MEXT, 2020). According to the MEXT glossary, active learning includes teaching and learning methods that incorporate learners' active participation in learning as opposed to a one-way transfer of knowledge from the instructor to the learners. Examples of such teaching and learning methods in the glossary are group work, experiential learning, debates, and discussions, but reading activities are not explicitly mentioned as active learning.

Nevertheless, in the domain of language teaching both inside and beyond Japan, reading and extensive reading (ER) have been given increasing attention. Stephen Krashen (2004) has argued that reading offers the language input necessary for

language acquisition, while I. S. P. Nation has proposed that a balanced language curriculum should include “four strands” in which reading accounts for 25% of the class time (2013). Nation includes reading both in the fluency strand of the class design and in the “learning from input” strand in which listening to stories constitutes an important part of listening input.

This paper shows how two separate classes offered at SUJCD have attempted both to introduce reading activities as suggested by Krashen and Nation and to create an active learning classroom environment as defined by MEXT. While the two classes featured here differ in the students they attract and the types of reading activities used, they come together in addressing the common challenge of integrating reading activities into active learning.

We will introduce specific reading activities conducted in these two different classes. In doing this, our aim is not to correlate quantitatively certain variables with increased reading or motivation in a highly controlled setting, but rather to share how documented high-impact reading practices such as read-aloud and ER were applied to our individual institutional settings and the activities we used to meet needs and overcome challenges in our cases. Our hope is to suggest ideas that might be extrapolated and applied more widely.

1. Read-Aloud Picture Stories to Young Learners

This section will report on a type of reading activity SUJCD students took part in as one of the service-learning (SL) programs held by the college. Reading picture story books may seem to be a passive, receptive type of learning for readers. However, through the procedure, the SUJCD students and the elementary students both showed active engagement. The lessons focusing on read-aloud activities turned out to be lively, active learning opportunities for both groups.

An English SL program named “English Friend” (hereafter referred to as EF) focusing on teaching English to children in local elementary schools has been carried on by the SUJCD students since 2008. EF has become a systematic teaching program aiming at young learners, specifically elementary school students. Each year or semester, the EF SUJCD students have created original lesson plans with different themes and topics. As for the outline of the SUJCD English SL programs, refer to the papers by Kano (2019, 2014). In the fiscal year 2019, the EF lessons focused on read-aloud activities using picture stories for young learners. The picture story read-aloud sessions were held both in spring and fall semester of that year, and students visited

one hundred sixty-nine classes of thirteen elementary schools in the municipal district where the campus is located. Twenty-eight students enrolled in the program during spring semester, and twenty-one students in the fall semester.

In this activity EF SUJCD students chose two books each semester for reading-aloud. In the spring semester, *Don't Push the Button!* by Bill Cotter (2013), and *Don't Let the Pigeon Drive the Bus* by Mo Willems (2004) were used, while in the fall semester, *Skeleton Hiccups* written by Margery Cuyler and illustrated by S.D. Schindler (2003), and *Ketchup on your Cornflakes?* by Nick Sharratt (2006) were selected. The four books were chosen among a selection of various picture story books introduced by the instructor of the course. The EF students picked two books for each semester class considering the target audiences' age, interest, and English proficiency. The familiarity with English of the elementary students varied according to their grade, as they had thirty-five periods of English activity lessons during their 3rd and 4th grade, then took seventy periods of English classes in 5th and 6th grade respectively. The spring semester activity was aimed at children in grades 5 and 6, who had already attended some English classes during grades 3 and 4 as part of the mandatory subjects in elementary education. In contrast, the fall semester target grades were grades 3 and 4 who had little exposure to English compared to the spring semester learners.

The lessons consisted of two read-aloud sessions. One of the two books had a worksheet created by the EF students. The purpose of the worksheets differed according to the book. For the book *Don't Let the Pigeon Drive the Bus*, the worksheet was intended to let the children see what they had listened to and enhance comprehension, so that they felt more secure and satisfied. A copy of the worksheets and the detailed lesson plans for the spring and fall semester EF read-aloud activity are provided as appendices A to D.

At first, the SUJCD students perceived the read-aloud activity as a one-way, receptive type of learning. They expected the elementary students to listen to them quietly and obediently. However, as they practiced with each other before visiting the elementary school, they started to understand the elements of building a good read-aloud activity.

The students reading the story book started to use more gestures, facial expressions, and voice inflections. As they read through the pages, they carefully synced the picture and the words and phrases on the book. Sometimes, different characters in the book were read with different tones of voice, making the character distinguishable and more attractive.

The SUJCD students who acted as the elementary listeners in the practice sessions also showed changes. They were looking at the pictures of the book intently. They also started to nod, smile, or laugh more, and responded in short utterances such as ‘Oh,’ ‘Wow!’ and ‘No!’ The more the listeners showed reaction, the more the readers got livelier. What we saw during the practices was a development of two-way communication skills between the reader and the listener as they were encouraged by each other’s interaction.

The whole read-aloud practice grew to a communicative, interactive activity as they did it many more times. After they started visiting elementary schools and actually did the read-aloud activity several times, the SUJCD students’ reading became even more expressive. As many of the children intently listened to the story read and responded with genuine interest, the readers were encouraged to be more expressive and communicative as they read.

Through observing the SUJCD students grow into good readers during the semester, the authors were strongly convinced that read-aloud is a powerful activity that facilitates the learning of the reader as well as the listeners. It requires commitment and creativity. It is a two-way, communicative, and active learning experience. The English skill element that showed most improvement was pronunciation, both in phonetics and prosody. As the students carefully prepared and practiced the read-aloud sessions they gained secure knowledge of the vocabulary and grammar related with the content of the book. In addition to the language-related elements, basic pedagogical skills such as using a clear and audible voice, moving closer or kneeling to the elementary students to build rapport and ease anxiety were observed. SUJCD students also demonstrated class management techniques to maintain class discipline.

For the listeners, listening to the story being read and following along with the pictures in the book is an effective way of gaining language input. The meaning can be grasped more easily through the visual aids. When the book is read aloud, the sound is incorporated with the meaning in a more holistic way. The listeners can guess or predict the meaning and storyline from the picture and the reader’s verbal and non-verbal clues, such as gestures, voice inflections, or facial expressions as mentioned earlier. Also, the non-linguistic clues included in the picture story books, such as the situation, setting, and characters, can enhance the understanding of the story. Listening to picture stories can be a very “active” form of learning.

Pinter (2017) mentions the effect of active listening when the teacher/reader elicits information from the children listening to the story in a read-aloud activity. The teacher/

reader will comment on the story, make links with the listeners' experiences and build understanding upon their schema. The teacher/reader can keep them engaged by asking them to predict what would happen next. The SUJCD students tried to put these into practice.

Read-aloud activities using picture story books have great potential in facilitating language learning, especially with young learners. Thorough preparation, practice, and careful procedure are essential to making the experience a fruitful one.

2. Implementation of SUJCD's Extensive Reading, Rapid Reading Skills Class

Another attempt to bring reading into an active learning class setting is a semi-elective English Skills class called Extensive Reading, Rapid Reading. The class was introduced in 2010 and has undergone several transformations. These transformations show the changing place of reading in the classroom due to changes in context and in technology, and we will look at these developments in detail.

Implementing the extensive reading, rapid reading course required integrating the course into the institutional curriculum, finding suitable reading material, and helping students overcome initial challenges posed by extensive reading itself. In terms of institutional curriculum, the course needed to both fit the overall curriculum design and to be feasible regarding the content taught and the reading resources available to students.

When the extensive reading class was introduced in 2010, it fit inside the overall curriculum as a semi-elective English Skills class, one of twenty-one Skills classes that fulfilled part of the three-semester or six-credit graduation requirement for English Skills. Skills classes complemented the four-skills English classes that students are required to take each semester. They focused either on a particular language skill such as speaking (public speaking, debate, and discussion), listening, writing, or reading or on a particular use of English (academic English, travel English, workplace English, English for transfer exams or for language ability tests, etc.). Skills classes were offered at different levels from basic to advanced.

As such, the curriculum already included reading skills class offerings at the basic, intermediate, and advanced levels prior to 2010, but the extensive reading, rapid reading class introduced that year distinguished itself from other reading classes by using reading materials from vastly different fields and genres, available in a convenient textbook.¹ The textbook emphasized strategies to use in reading different types of

texts. The course paired this varied reading with training in reading quickly. It was categorized as an advanced-level language course. While this course may not meet all characteristics of extensive reading as popularized by the Extensive Reading Foundation (2011), it showed an institutional will to introduce more reading into the curriculum, especially extensive reading.

Specifically, some proponents of extensive reading would argue that the use of a textbook runs contrary to doing extensive reading because students should be reading material which is at their individual reading level with very few unknown words so that they can read in large quantities. It is therefore better to have students self-select the reading material according to their needs rather than to use a textbook. Nevertheless, at SUJCD the same basic course configuration with a textbook was used until 2014.

During this time, the school was continuing to acquire resources for extensive reading. Prior to 2010 the school library had collected graded readers from publishers such as Penguin, Oxford, and Cambridge, but with a formal class on extensive reading came an impetus to collect more graded readers and from a larger selection of publishers including Macmillan and IBC publishing. A special section of the library for graded readers was also set up at around the same time as the extensive reading course.

From 2015 Melvin Andrade introduced a new syllabus design for the extensive reading, rapid reading class. The syllabus continued to pair extensive reading with rapid reading skills and speed reading, but the extensive reading component no longer used a common textbook for all students. Instead, students were trained to self-select their reading from the growing collection of graded readers that could be borrowed from the school library, especially those published by Cambridge, Macmillan, Oxford, and Penguin.

A unified textbook was assigned for doing the rapid reading skills portion of the class, but although students used that book (a TOEIC test prep book)² to practice reading skills such as chunking and becoming aware of their purpose in reading (to understand the main idea or to look for specific information), students were marked mostly on their vocabulary quiz score for work done in that textbook and not on their reading speed or the acquisition of a specific reading skill.

The overall grading scheme clearly reflected the priorities set in the course design by Andrade: 50% of the course grade was connected to extensive reading with 25% being the amount of reading done and 25% being book reports presenting a graded reader that the student had read. The other 50% was participation in the class and score on vocabulary quizzes, each 25%.

Andrade significantly labelled the book reports “interactive” book reports in reference to Rod Ellis’s principles (2005) for successful instructed language acquisition and specifically the principle concerning opportunities to interact with the L2 (Andrade 2008). Andrade organized the book report activity as a presentation of the book made by one student at a time in a small group with the other students listening and taking notes on the presentation. Students needed to use the L2 both when they were speaking and when they were listening to other students. The book report presentation thus became an information transfer activity involving multiple skills. To facilitate students’ tasks the teacher provided highly scaffolded worksheets for both the presenter and the listeners. Student presenters needed to provide specific information such the title, author, and length of the book (in number of words), the number of main characters (with a few details about each), as well as the number of main events in the story with a sentence or two explaining each event. The listener’s worksheet contained a form where the various data about each book needed to be filled in, and listeners were encouraged to question the presenter to get information they missed or could not hear. Each member of the small group prepared a book report for the same class session, so that one small group session with each member taking a turn presenting while the others filled in their note-taking sheets would involve considerable amounts of time and interaction in the L2.

While some aspects of Andrade’s interactive book reports are similar to Tadahiro Taniguchi’s “bibliobattle” (2013), in which learners introduce a book to the group for five minutes, answer questions from other participants about the book for two to three minutes, and then vote for the “Champion Book,” Andrade’s focus on scaffolding for presenters and listeners in the interactive book reports allowed him to conduct the activity more frequently. For its more pacific name, the interactive book report activity was no less aggressive in its goal of using the L2. Andrade’s syllabus required students to prepare a total of fourteen book reports during the thirty class sessions of the fifteen-week semester. A comparable ER class syllabus using the mini version of “bibliobattles” where the time for each presentation and question session is shortened, has less than half of that amount (Yamauchi, 2023, p. 23).

In the following year, however, Andrade made significant changes to his fifteen-week syllabus. Some of the extensive reading with graded readers was replaced by reading using the SRA reading laboratory kits that already existed in the classrooms, and the interactive book reports were also reduced to three times during the fifteen-week semester. Instead, the skills portion of the class was increased to include TOEFL

preparation perhaps to respond to the interest of some students or because TOEFL reading material was more readily available.

Several factors can explain the decrease in the number of interactive book reports of the 2016 class, the primary one being lack of resources. The graded readers used in class were the ones from the school library and it was the students' responsibility to borrow the books and bring them to each class. The burden was on the student to self-select both the appropriate level of books and a sufficient quantity of books to read during class time. Given the limited collection of books at the library, it could be difficult to ensure that each student had enough books at the appropriate level available to them. If they had not foreseen enough books, they might also not have enough reading material in class. Consequently, the lack of books put limits on the number of interactive book report sessions that could be carried out. Using the SRA laboratory material solved some of the logistical issues related to reading material, but a better solution was still hoped for. The online platform Xreading.com had already been launched in 2014, and Andrade had first-hand experience with the platform at another institution, but SUJCD's network only offered internet in a few classrooms at that time. Unfortunately, staffing needs in 2017 and 2018 resulted in temporarily suspending the Skills class on extensive reading and rapid reading.

When the extensive reading class was again offered in 2019 and entrusted to Lupas, Wi-Fi was available in all SUJCD classrooms. Andrade shared valuable materials and experiences teaching extensive reading. He advised introducing the Xreading platform for reading materials. Xreading's president Paul Goldberg and his associates responded quickly and enthusiastically to inquiries, and it was decided that the Xreading subscription would become the textbook used for the class along with a TOEIC test prep book.³

Since the Xreading virtual library solved the previous problems of appropriate reading material for extensive reading, students were again required to read graded readers and write twelve book reports during the fourteen weeks of classes. Reading and book reports accounted for about a third of the final grade with word count alone being 11%. This was less than in Andrade's syllabus since it was the first year using the new online platform. Reading 55,000 words or more would result in the maximum grade and the Xreading platform included a learner management system that tracked the word count. Class participation and scores on vocabulary quizzes accounted for the other 30% and 35% of the final course grade respectively.

The Xreading platform gave students online access to graded readers from many

publishers on a subscription basis. Many of the readers were also in the SUJCD library collection as printed books. The online platform contained over a thousand different titles when SUJCD began using it and now (2023) has over two thousand books with new titles often being added and a range of difficulty levels and genres being represented. Selecting a book by level was simplified because all books were given a reading level from one to fifteen making it easier to compare book levels across different publishers. Another advantage of the online platform over library copies was that multiple students could read the same book.

Looking back on the journey of SUJCD's extensive reading course from 2010 to 2019, it seems that the decisive first step was devoting part of a course to extensive reading in 2010 when extensive reading was less known and researched. Of the Extensive Reading Foundation's Bibliography⁴ of works on extensive reading which today (November 2023) contains 856 titles only 61% existed in 2010. The next challenge was finding suitable reading materials. It took several years to put in place the reading materials needed to allow students to do large amounts of reading. The introduction of the Xreading platform into the course in 2019 was the game changer. It made possible the application of Andrade's intuition that interactive book reports would give students opportunities to get language input and interact with the L2 resulting in better learning and active learning.

3. Classroom Practices and Activities to Supplement Learning with ER

Extensive reading can be integrated into a language course in several ways: as a component of a language class (Nation & Yamamoto, 2012; Nation, 2013) or as an additive that is assigned to be done outside of class time (Robb & Kano, 2013). For those who, like us, were lucky enough to have part of a course devoted explicitly to extensive reading, the challenge was then to make the best use of extensive reading in the classroom and to motivate students. Prior to 2023 when Xreading launched the *Links* textbook with integrated use of graded readers, the burden of integrating extensive reading into class time fell largely on the teacher. Below are several reading activities used in SUJCD's extensive reading class from 2019 when we began using the Xreading platform for extensive reading. The number of students in the class ranged from thirty-five to sixteen and the activities described below easily scaled up and down within that range. The shift to remote learning in spring 2020 did not significantly impact the activities. Details on the five cohorts of students in the class appear in Appendix E.

In-class Reading Time

The amount of silent, individual reading done during the class sessions was gradually increased during the semester. At the beginning of the semester students were asked to read silently for ten minutes, and once that pace seemed sustainable, it was increased. The amount would increase to twenty-five minutes out of the hundred-minute class sessions, and students were told before the start of each reading time how long it would last. The reading time was strategically placed after the book report sharing so that students whose interest had been piqued during someone's presentation could use that momentum and read. After the reading time, students were asked to quickly share with a pair the title of one of the books they had read and whether or not they recommended it.

Interactive Book Reports

Andrade's interactive book reports (cf. above, section 2) were assigned twelve times during the fourteen-week semester, with two modifications to lighten students' burden. First, students who were listening were no longer required to take notes on the presentations of other students. This simplified the number of tasks students needed to perform. Second, the evaluation scheme for the book reports was simplified. Students received two points for turning in a completed report and one point if the report was late or had hardly any information. Grammar and spelling mistakes would not lower the evaluation. In this way, students were asked to focus more on regular reading and completion of reports than on accuracy in writing. Several examples of completed reports were also made available to students as a scaffold. The overwhelming majority of students in all cohorts completed all the book reports and did so on time. The in-class book report sharing time was often a lively moment in which students actively performed authentic information sharing.

Explicit Teaching of ER Rationale for Choosing Books

Starting with the second cohort, the rationale, principles, and benefits of extensive reading were explicitly taught and reviewed at the beginning of each class session for about ten minutes. This seemed necessary in order to help students select appropriate books for themselves. Otherwise, some students would choose books that contained many unknown words because they thought their reading would improve faster by so doing, while others needed to be reassured that time spent reading would benefit them. The content included basic definitions of reading and of extensive reading taken from

Day and Bamford's seminal 1998 book, explanations about high-frequency word lists and graded readers taken from Nation (2013), Nation & Waring (2019), and others, and the merits of reading taken from works by Krashen (2004), Nation (2013), and others. The key acronym READ for choosing one's book for extensive reading: "**R**ead something quickly and **E**njoyably with **A**dequate comprehension so you **D**o not need a dictionary" was also introduced. Occasionally students were asked to look at key pages of the *Extensive Reading Foundation's Guide to Extensive Reading* (2011) or watch short videos showcasing extensive reading. The concepts were introduced on PowerPoint slides and then reviewed the next class as cloze activities in which students received the PowerPoint slides again but had to fill in the missing words as they took turns explaining the slides to each other in pairs.

Book Recommendations From Other Cohorts

Starting from the 2021 cohort, on the last day of the semester students were asked to recommend books to the next cohort. Students anonymously uploaded an image file of the cover of their book recommendation onto an online bulletin board or shared file. Students were asked to post their favorite book titles into the following seven categories: 1. Best Fiction Book, 2. Best Non-fiction Book, 3. Best Book in Levels 1 to 4, 4. Best Book in Levels 5 to 14, 5. Best Book under 2500 Words, 6. Best Book over 2500 Words, and 7. Worst Book. The file or screenshot of the bulletin board of "Best Books" was then shared on the first day of the next semester with the new cohort who were encouraged to use it if they were having trouble choosing books.

Presentation on "How I Read"

Presentations were part of the course syllabus since 2015, but their connection to extensive reading seemed to need justification especially given that students were already doing short presentations when they shared their book reports. One way to better integrate the presentation into the syllabus was to make the topic of the presentation focus on extensive reading itself. In 2021 the topic for the presentation was set rather freely as "What I Learned in This Class." For later cohorts it was rephrased as "How I Read," and students were encouraged to analyze their own Xreading data which included the number and level of the books they read, the number of words, and their reading speed. They could investigate correlations in their own reading data between such variables as book level, book length, and their own reading speed. The Xreading platform recorded and provided this data conveniently and students could integrate it

into their presentations. The teacher also created a presentation in which she analyzed her own reading data for that semester and shared it with the class as an example.

Incorporating Word Counts Into the Final Grade Evaluation

One tool used for motivating students to read was explicitly evaluating students on how much they read. On the first day of the class students were told how many words they would need to read during the semester to get full marks. In 2019 the word count for full marks was set at 55,000 words during the fourteen-week semester. Detailed word count requirements for each cohort appear in Appendix E. Since many students read above and beyond the required word count, it was progressively raised, and by 2023 the required word count for full marks had become 180,000 words in fourteen weeks. To encourage students and show that the proposed word count goal was realistic, data from previous cohorts was shown to them. The data was stored in Xreading and could easily be downloaded on a spreadsheet. The data from a given cohort could also be downloaded and presented, anonymized, to current students so that they could see for themselves the reading habits of students who successfully reached the target word count. Students could see the number of books read, the average reading speed, the average level of the books chosen by any given student, and what the total reading time was for one semester. Since readers who reached the target word count often read lower levels of books, the teacher emphasized this point in the data. In addition, during the semester, the teacher could consult one-on-one with students desiring to improve their word count or with students who seemed to be having trouble with extensive reading. Teacher and student would look at the student's data including book titles and talk about it. "What is your favorite book and why?" could be the starting point to suggest ways to choose appropriate books and increase word counts.

Test Prep Activities

Because the course title included both extensive reading and rapid reading, since 2015 the class also included a textbook focusing on the reading passages in standardized tests such as the TOEIC or the TOEFL. The passages in the test-prep book were used for practicing skills such as skimming the different parts of the passage, scanning for the desired piece of information, looking for main idea and details, and summarizing and learning vocabulary that often appeared on the given test. Test-prep skills such as skimming, scanning, main ideas, and inferences took up ten minutes of the class toward the beginning, and vocabulary drills were often the last ten minutes of the 100-minute

class. In all, about 20% of each class session was test prep with the remaining time being the extensive reading activities described above. Vocabulary quizzes on the common vocabulary learned in the test-prep book were part of the final grade.

4. Qualitative and Quantitative Results From Five Cohorts of the ER Rapid Reading Class, 2019-2023

One notable trend in the ER, rapid reading course has been the increase in student word counts since the introduction of the Xreading platform. The 2019 syllabus with Xreading used a similar grading scheme and required word count as the 2015 syllabus which relied on paper books in the school library. Over 70% of the students were able to reach the target word count in 2019. The availability of books on Xreading and the ease of tracking how much was read on the platform have contributed to increased word counts.

One notable benefit of using extensive reading was that it was easy to adjust the class content to students having a range of language abilities since each student could read books at their level. As a semi-elective course which students could select from among several options, the extensive reading, rapid reading class attracted students with varying language levels as demonstrated on standardized tests administered to all students. In practice students entering the class with lower standardized test scores sometimes read more and had a higher final grade than their peers who had scored higher. In addition, overall engagement levels remained high since the ER content was accessible to all from the start of the class. Interactive book reports which were heavily scaffolded and presentations analyzing one's own reading also permitted the class to be taught at multiple levels of linguistic ability, and by putting significant weight on the semester word count, the final grade reflected how much reading the students had done rather than the language ability students already possessed when entering the class. The time-on-task principle would therefore suggest that because those students spent more time reading, they also improved their reading (Nation & Yamamoto, 2012). The overall high level of engagement seemed to be reflected in course evaluations for the extensive reading, rapid reading class which were consistently higher than the school average.

Conclusion

Although differing in the type of reading materials and the students involved, the two experiences of reading aloud to young learners and of extensive reading at SUJCD

have a common goal of motivating language learners through reading activities. We have shared these experiences here because our students seem overall to have enjoyed the activities and the instructors have as well. Both experiences rely on adequate reading materials as well as suitable activities to frame the reading. The thirteen-year journey of the extensive reading, rapid reading class illustrates well how the availability of suitable reading material is key to increased amounts of reading. For young learners, carefully choosing suitable books and crafting lesson plans to both prepare the reading and to reinforce the reading with suitable worksheets has contributed to engaging and enjoyable lessons. In the process of preparing to do read-aloud, SUJCD students also became more engaged as they practiced reading. This paper has introduced two practices held in a junior college situation. The findings are based mostly on observations in classrooms, and thus have limitations as empirical studies. However, the main purpose of this paper was to introduce actual cases of reading related activities in active learning settings, providing situations and methods that could be implemented and put into practice in other institutions. The increase availability of reading materials in English that can be used in the classroom and better access to online resources for reading in Japan are reasons to hope that reading activities might be enjoyed by more students in the future.

Notes

- ¹ The textbook used was Ediger, A. & Pavlik, C. (1999). *Reading connections: Skills and strategies for purposeful reading*. Oxford University Press.
- ² The book was 松本 茂 et al. (2011). 速読速聴・英単語 Core 1900 ver.4. Z-Kai.
- ³ The book was 松本茂 et al. (2018) 速読速聴・英単語 Core 1900 ver.5. Z-Kai.
- ⁴ <https://erfoundation.org/bib/>

References

- Andrade, M. (2008, April 12). An interactive approach to book reports. 5th Annual Faculty Development Symposium on University English Teaching, Aoyama Gakuin University.
- Cotter, B. (2013). *Don't push the button!* Sourcebooks.
- Cuyler, M. (2003). *Skeleton hiccups*. Scholastic.
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge University Press.
- Ellis, R. (2005). *Instructed second language acquisition: A literature review*. Research

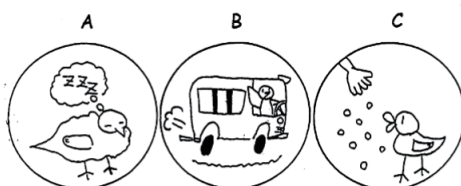
- Division, Ministry of Education (New Zealand).
- Extensive Reading Foundation. (2011). *The Extensive Reading Foundation's guide to extensive reading*. https://erfoundation.org/guide/ERF_Guide.pdf
- Kano, A. (2014). 「小学校英語活動ボランティア「イングリッシュフレンド」—実践を通じた学生の学びと 成長を支えるカリキュラムへの取り組み—」 [Elementary school English activities volunteer program “English Friend”: Creating a curriculum supporting students' learning and growth through practicums]. 『上智大学短期大学部紀要』 *Sophia University Junior College Division Faculty Journal* 35, 137-148.
- Kano, A. (2019). 「小学校英語サービスラーニング活動における アクティブ・ラーニング考察」 [Thoughts on active learning in elementary English service-learning activities]. 『上智大学短期大学部紀要』 *Sophia University Junior College Division Faculty Journal* 40, 35-56.
- Krashen, S. D. (2004). *The power of reading: Insights from the research*. Libraries Unlimited; Heinemann.
- MEXT. (2017). *Improvement of academic abilities (Courses of study). National curriculum standards (2017-2018 Revision)*. <https://www.mext.go.jp/en/policy/education/elsec/title02/detail02/1373859.htm>
- MEXT. (2020). *Academic management guideline*. https://www.mext.go.jp/b_menu/shingi/chukyo/chukyo0/toushin/1411360_00001.html
- Nation, I. S. P. (2013). *What should every EFL teacher know?* Compass Publishing.
- Nation, P., & Yamamoto, A. (2012). Applying the four strands to language learning. *International Journal of Innovation in English Language Teaching*, 1(2), 167–181.
- Nation, I. S. P., & Waring, R. (2019). *Teaching extensive reading in another language*. Routledge.
- Pinter, A. (2017). *Teaching young language learners (2nd ed.)* Oxford University Press.
- Robb, T., & Kano, M. (2013). Effective extensive reading outside the classroom: A large-scale experiment. *Reading in a Foreign Language*, 25(2), 234–247.
- Sharratt, N. (2006). *Ketchup on your cornflakes?*. Scholastic.
- Strong, G., Andrade, M., Dias, J., Broadbridge, J., Miltiadous, M., Mohamed, G., & Allen-Tamai, M. (2017). Exploring online and extensive reading in an oral English course. *Language teaching in a global age: Shaping the classroom, shaping the world*. JALT, Ibaraki.
- Taniguchi, T. (2013). ビブリオバトル：本を知り人を知る書評ゲーム [Bibliobattle: A Game for getting to know others through books]. Bungei Shunjuu.
- Willems, M. (2004). *Don't let the pigeon drive the bus*. Hyperion Books for Children.

Yamauchi, K. (2023). The benefits and challenges of multiple mini-bibliobattles in a single extensive reading course. *The Language Teacher*, 47(4), 21–28.

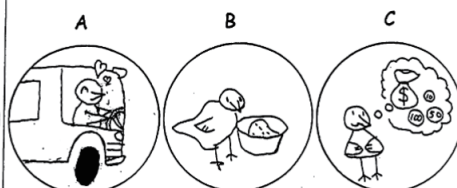
Appendix A: Worksheet for spring semester (Grades 5 & 6) read-aloud class

Don't Let the Pigeon Drive the Bus!

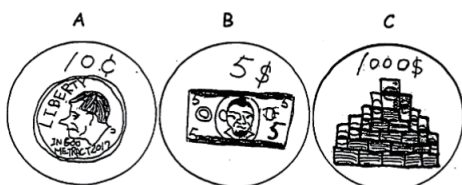
Q1: バスの運転手さんがダメと言ったのは...?



Q2: ハトがしたいことは...?



Q3: ハトは何ドルくれると言ってた...?



Q4: このあとハトはどうすると思う...?

名前
name

Appendix B: Lesson Plan for spring semester (Grades 5 & 6) read-aloud class

Welcome to the world of stories! 絵本の世界へようこそ!

上智大学短期大学部 イングリッシュフレンド
《2019 春学期 小学校高学年用レッスンプラン》

(2019.5.13 版 Ver2)

【ねらい】 絵本を通して英語に親しむ

- ・英語で読まれる絵本の世界を楽しむ。
- ・絵本の絵や文脈などから内容を推測して聞く。
- ・絵本で扱われている語彙や表現に慣れ親しむ。
- ・絵本の読み聞かせに反応してコミュニケーション活動を行う。
- ・聞いた絵本の内容を整理するワークシートに取り組む。
- ・絵本のその先の展開を考える。

※このレッスンで扱う英語の語彙や表現は「受容（受信）語彙」としての位置づけです。読み聞かせを通して意味と音を結びつけ、慣れ親しませるのがねらいです。これらの語彙や表現を児童が覚えて言えるようになること（知識・技能の獲得）を意図したものではありません。

【取り扱う絵本】

- ① “Don’t Push the Button!” Bill Cotter 作画
- ② “Don’t Let the Pigeon Drive the Bus” Mo Willems 作画

レッスンの流れ

1. はじめのあいさつ
2. ウォームアップ【Matching game】梅雨バージョン
3. 絵本①の語彙の導入【TPR: Listen & Do】
4. 絵本①の語彙の定着【Please Please Game】
5. 絵本①追加の語彙の導入と確認【vocabulary①】
6. 絵本①読み聞かせ【“Don’t Push the Button!”】
7. 絵本②への導入と Small Talk【What do you want to be?】
8. 絵本②の語彙の導入【What is he doing?】
9. 絵本②読み聞かせ(1 回目)【“Don’t Let the Pigeon Drive the Bus”】
10. 絵本②の内容理解の手立て【ワークシート】
11. 絵本②読み聞かせ(2 回目)【“Don’t Let the Pigeon Drive the Bus”】
12. 振り返り【reflection time】
13. 終わりのあいさつ

※時間に余裕があれば、単語絵カードを使って What’s missing Game や Keyword Game を行う場合があります。

担任の先生方へのご連絡とお願い

- ・机の配置は通常通りで結構です。
- ・児童が使用するワークシートはこちらで用意持参します。児童には筆記用具の用意をお願いします。
- ・ペアやグループに分ける際の児童への声掛けなど担任の先生には全体のクラスマネジメントでぜひお手伝いいただけるとありがたいです。
- ・児童のロールモデルとなるよう、積極的に活動に参加し、コミュニケーションをとうとうとする意欲を表現してくださると助かります。

※レッスンで扱う英語の語彙や表現は、聴いたり真似て口に出したりすることが出来ればよい「受容（受信）語彙」としての位置づけで導入しています。「絵本」という場面と状況が明確な、英語の自然な文脈の中で慣れ親しみ、ゆるやかに音と意味とが結びつくことがねらいです。これらの語彙や表現を児童が覚えて言えるようになる必要はありません。児童にもそのことをレッスンの前後にお伝えください。

Thank you for your support! We will do our best!

Appendix C: Worksheet for fall semester (Grades 3 & 4) read-aloud class

Ketchup On Your Cornflakes?

おもしろいくみあわせをつくってね！



■



■



■



■



■



■



■



■



■



■

年 組 名前



上智大学 短期大学部
SOPHIA UNIVERSITY JUNIOR COLLEGE DIVISION

Appendix D: Lesson Plan for fall semester (Grades 3 & 4) read-aloud class

Welcome to the world of stories! 絵本の世界へようこそ!

上智大学短期大学部 イングリッシュフレンド

(2019.12.2 版)

《2019 秋学期 小学校中学年用LESSNプラン》

【ねらい】 絵本を通して英語に親しむ

- ・英語で読まれる絵本の世界を楽しむ。
- ・絵本の絵や文脈などから内容を推測して聞く。
- ・絵本で扱われている語彙や表現に慣れ親しむ。
- ・絵本の読み聞かせに反応してコミュニケーション活動を行う。
- ・自分で組み合わせを考えるワークシートに取り組む。

※このレッスンで扱う英語の語彙や表現は「受容（受信）語彙」としての位置づけです。読み聞かせを通して意味と音をつなげ、慣れ親しませるのではありません。これらの語彙や表現を児童が覚えて言えるようになること（知識・技能の獲得）を意図したものではありません。

【取り扱う絵本】

- ① “Skeleton Hiccups” Margery Cuyler 作・S.D. Schindler 画
- ② “Ketchup on your Cornflakes?” Nick Sharratt 作画

レッスンの流れ

1. はじめのあいさつ&Hello Song
2. 絵本①語彙の導入【TPR: Listen & Do】
3. 絵本①warm up【Hiccups Matching】
4. 絵本①語彙と表現の導入と確認【vocabulary①&Help us!】
5. 絵本①読み聞かせ【“Skeleton Hiccups”】
6. 絵本②語彙の導入【vocabulary②】
7. 絵本②導入（歌）【“Head, shoulders, knees and toes”】
8. 絵本②導入（Small Talk）【目玉焼き：What on what?】
9. 絵本②読み聞かせ【“Ketchup on your Cornflakes?”】
10. 絵本②【ワークシート】
11. 面白い組み合わせアイディアの共有
12. 振り返り【reflection time】
13. 終わりのあいさつ

※時間に余裕があれば、単語カードを使って What's missing Game や Keyword Game を行う場合があります。

担任の先生方へのご連絡とお願い

- ・教室のテレビモニターに接続して画像を投影します。電源への接続と教室内での設置のお手伝いをお願いします。
- ・机の配置は通常通りで結構です。児童が使用するワークシート等はこちらで用意いたします。児童には筆記用具の用意をお願いします。
- ・ペアやグループに分ける際の児童への声掛けなど担任の先生には全体のクラスマネジメントでぜひお手伝いいただけるとありがたいです。
- ・児童のロールモデルとなるよう、積極的に活動に参加し、コミュニケーションをとうとうとする意欲を表現してくださいと助かります。

※レッスンで扱う英語の語彙や表現は、受容（受信）語彙としての位置づけで導入しています。聴いたり口に出したりして、意味をつなげた音として慣れ親しませるのではありません。これらの語彙や表現を児童が覚えて言えるようになる必要はありません。児童にもそのことをレッスンの前後にお伝えください。

Thank you for your support! We will do our best!

Appendix E: Five Cohorts of SUJCD's extensive reading class using the Xreading platform

	2019	2020*	2021	2022	2023
Weight of ER in course grading scheme (book reports and word count)	35%	35%	40%	40%	60%
Word count required for full marks	55,000+ words	100,000+ words	130,000+ words	130,000+ words	180,000+ words
Number of students in the class	27	35	31	23	16
Average word count	72,299	47,019.1	101,601.3	116,940.9	129,672.9
Total class word count	1,952,072	1,645,668	3,149,639	2,689,640	2,074,767
Number of students who attained the maximum word count for full marks	20 students (74%)	6 students (17%)	14 students (45%)	13 students (56.5%)	6 students (37.5%)

*10-week semester

