〔実践記録〕

京都産業大学の多読プログラム：進化と発展を検証する

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要　　旨

　京都産業大学の英語多読プログラムでは、現在約 3,500 名の学生が、160 コースで、教員 50 名により 5,000 冊以上の本を使い、学習しています。主に外国語学部英米学科がこのプログラムを運営しています。プログラムの中心は英米学科が作った（国内外の大学で使用されている）ソフト MoodleReader。このプログラムのルーツは英米学科が長期間設置している多読プログラムです。この論文ではこの進歩的なプログラムの起源、歴史、現在の問題点、さらにプログラムの未来を述べます。

Extensive Reading at Kyoto Sangyo University: An Examination of an Evolving and Growing Program.

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Introduction

Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment. They are encouraged to stop reading if the material is not interesting or if it is too difficult. They are also encouraged to expand their reading comfort zone – the range of material that can be read easily and with confidence.

（Bamford & Day, 2004, p. 1）

　　The popularity of extensive reading has expanded to the extent that it is "recognized as one of four styles or ways of reading, the other three being skimming, scanning, and intensive reading."（Day & Bamford, 1998, p.6）The number of extensive reading programs and the

amount of resources for such programs are rapidly increasing, as is support for the approach. There is now an Extensive Reading Foundation（http://www.erfoundation.org/index.html/）and, in Japan, the JALT extensive reading special interest group.（http://www.jaltersig.org/）The large language teaching publishers, including Oxford, Cambridge, Penguin, Macmillan and Cengage, all have one or more series of 'readers'（books aimed at being part of an extensive-reading program where vocabulary and grammar is controlled and organized into a series of levels）and there are many new titles and series being brought out every year.

　　　Extensive reading is not only for language work itself, but also, as Day and Bamford（1998）quote from the *Longman Dictionary of Language Teaching and Applied Linguistics,* it is "intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading."（p.6）In addition, as William Grabe（1991, TESOL Quarterly）points out, "Longer concentrated periods of silent reading⋯ enhance background knowledge, improve comprehension skills, and promote confidence and motivation."（p.396）By engaging the student in reading a book outside of class, extensive reading also increases the time that students are exposed to the language they are learning. The benefits of extensive reading are thus multi-faceted and wide-ranging.

　　　Extensive reading was first introduced at Kyoto Sangyo University by Thomas Robb in 1987 in a first year required course（once a week called 1B）for English majors in the Faculty of Foreign Languages. Students used SRA Reading Laboratory Kits in class, and then read popular US teenage fiction outside of class. These books were wheeled into class on a trolley and students could choose which ones they read. Students then wrote summaries in their notebooks, which were then checked by the teacher.

　　　Subsequent research on the effectiveness of the program by Robb and Susser published in the well-regarded international journal *Reading in a Foreign Language* in 1989 found that extensive reading as an approach was at least as effective as the more traditional approaches of teaching reading in Japan and that it increased student time exposed to the target language. Extensive reading then became a set part of the approach to teaching English in the Foreign Languages Faculty's English Department at Kyoto Sangyo.

　　　In 2000, a new curriculum was introduced in the Foreign Languages Faculty. In what was labeled the 'intensive' program [1] , first and second year students studied English in content-based courses（two or three times a week over the years due to changes in the structure of the curriculum）and skills based courses（initially three, but later two times a week）. The new curriculum also brought significant changes to the extensive reading program. In first year, the extensive reading was made part of the skills-based course, while in the second year it was

attached to the content-based course as the content-based teachers were supportive of the extensive reading approach, while the skills classes in second year were focused on the more traditional Japanese approaches to teaching English, namely grammar and intensive reading.

To encourage student and part-time teacher understanding that most of the actual reading was not to be done in class, it was known as "Outside Reading." An area of the reserved section in the library was set aside for the program and students borrowed a book from a wide range of readers（primarily Penguin and Oxford）and youth literature（including popular series like the Babysitters and well-known individual titles such as the Newbury Award Honor Book Mr. Popper's Penguins.）Students read the books, and then took a teacher-proctored test at lunchtime in a designated computer room. During the test, the students could use a dictionary and refer to the book but could not use any of their own notes. They also had to be finished by the end of lunch as the computer room was also used for classes. The software used to manage the tests was called Accelerated Reader, a widely used reading testing program in the United States.

Accelerated Reader（available from Renaissance Learning）consists of tests for a wide range of titles, each test containing ten multiple-choice questions. Students gain points based on the length and difficulty of the book, and the number of questions they answer correctly. However, if they score less than 60% correct, they receive no points at all.

The tests were teacher-monitored at a set time and place for primarily two reasons. First of all, students often needed technical help with the computer system and in finding and navigating the software.（The latter created so much confusion that the name of the extensive reading program was changed to "Accelerated Reading" rather than "Outside Reading" several years after the software was adapted.）Secondly, because there was a lot of cheating when students were left to their own devices. Even with teacher monitoring, there was cheating as memorizing ten answers before a quiz was not a difficult proposition for Japanese students who had just graduated a high school system that emphasizes rote learning. The copies of the books the students referred to in the tests also needed to be checked for marks or dog-tagging indicating where questions came from.

Many proponents of extensive reading, such as Krashen（2004）, disagree with the use of tests for books – in fact, Krashen goes on to state that, "Studies of Accelerated Reader do not provide evidence that tests and rewards are helpful."（p.120）Nevertheless, as Robb（2009）pointed out, "Despite the ideal that students will want to read purely for pleasure, when dealing with large numbers of students some method is required to track their reading progress." In addition, Gillis-Furutaka（2007）found that a high percentage of students thought it was a good idea to take quizzes on the computer, and comments from the students themselves show that the

tests encourage students to read:

> "We can check whether we understood the book."
>
> "I won't read them if I don't have to read."
>
> "To tell the truth, I don't like reading books. If I don't have a chance, I don't read English books."（survey carried out for Gillis-Furutaka（2007））

Once students passed the Accelerated Reader quiz, if they were first years they then wrote a short summary, a new word list, and a response to the book in their notebooks, all of which was then checked by a teacher. Second year students wrote a longer summary and response on a printed A4 sheet and then handed it into their teacher for checking.

Extensive reading purists would point out that there should be no reports in extensive reading – just reading. However, as Susser and Robb stated in 1990, "The students' main task is reading, but writing summaries is valuable not only to provide a means for teachers to check comprehension, but because the writing of summaries improves comprehension." The same survey by Gillis-Furutaka（2007）found 69% of first year students said that writing a summary is useful. Here are some of their comments:

> "I can understand the story of the book."
>
> "If we write a summary, our writing skill is up too."
>
> "It is good for us to explain the contents by our own words."

Goals were set for students for the Accelerated Reader tests. In first semester of first year, they needed 10 points. In second semester of first year and both semesters of second year they needed 15 points. If students gained more points than the goal for the semester, their grade was increased by half the number of extra points they earned – with a maximum addition of 7.5 points allowed. If they reached the goal exactly, then their grade was not changed. For anything less than the goal, they lost half the number of points they were short – with a maximum of 7.5 points deducted. This was carefully explained to both students and part-time teachers and there were notices relating to it in the computer room where tests were taken, but the system did cause confusion amongst many of those involved, in particular amongst the part-time teachers.

To facilitate coordination and help the part-time teachers understand the program, all the first year classes were scheduled at the same time, as were all the second year classes. This created a beneficial team-work approach, with many ideas being thrown around before and after class in the teachers' room. Meetings were held regularly（for second year teachers, for example, once a semester）that could be more accurately described as workshops, and copies of books such as Bamford and Day's *Extensive Reading Activities for Teaching Language* were placed in the teachers' room. However, as the tests were done outside of class in rooms the classes were not

taught in, teachers did not have direct access to the software and thus could not print out lists of points detailing class progress. Also, as extensive reading was 'tacked on' to courses that were not specifically reading courses, maintaining student awareness of the importance of extensive reading in class was even more difficult for teachers – especially in the first year as there were many other components to the course.

A range of other approaches were tried at various times to enhance the effectiveness of the program. To introduce first year students to the program, we purchased class sets of the reader White Death, which students read and wrote a summary for – and all whose summary was acceptable were given one point. Students were also given some silent reading time in certain classes, the content-based classes attempted to find at least one book in the program in the second year related to the course content to get students to read and help them boost their points, different styles of summaries or reports were tried on different occasions, and careful placement of deadlines（to facilitate student time management）was worked on. Nevertheless, there were a range of issues in the program we（the coordinators – Tom Robb, Amanda Gillis-Furutaka and Matthew Claflin）were not entirely satisfied with.

Surveys, such as the one referred to carried out by Amanda Gillis-Furutaka（2007）, combined with extensive interviewing of students and teachers involved in the program convinced us that computer-based quizzes were a good solution to the challenges of wanting an extensive reading component in a curriculum that relied heavily on part-time teachers with a large number of classes at any one stage in the curriculum. However, use of Accelerated Reader and the library reserved books system presented a host of challenges and problems.

First of all, tests had to be in lunchtime, which was a drain on teacher time and morale, and teachers felt there was too much cheating on the tests and too much cramming to pass tests right at the end just before deadlines. In addition, there was a lack of understanding by computer support staff of the importance of the test data – which, in fact, led to the loss in one semester of almost the entire record for both first and second years – and there was little support in the maintenance of the program, which meant that teachers had to install it on all the computers in the set computer room every year.

Secondly, Accelerated Reader, while having a wide range of book tests for native speaker material, had no tests for 'readers' made for language students and only allowed an extra of 100 teacher-written quizzes to be installed. We had in fact created around 100 based on the Penguin and Oxford readers previously mentioned, but that was never enough. We felt strongly that students needed more graded readers both in numbers as well as in ranges of level.

A further problem was that due to the limits in the number of extra tests and the limits

placed by the library on the number of books in the reserved section, students were all reading from the same pool of books that was relatively limited in range of level. That meant that the higher level students coasted, while the lower level students just struggled to read, let alone pass the tests for the books they were reading. In addition, the library organized the books by reference number, which meant that there could be no teacher control over how what few differing levels we did have in the books were organized on the shelves.

At this point, we re-examined our goals for the program. We wanted extensive reading to increase student exposure time to English, give students material appropriate to their own levels with built-in remedial and high-level streams, and encourage the 'reading habit' in students. As coordinators of the curriculum, we were concerned as several years into the 'intensive' program, we lost one class a week, we mainly had part-time teachers, we had little or no support from more 'traditionally' minded teachers and administration, all three of us were heavily involved elsewhere, we wanted to be able to eat lunch at lunchtime, and the part-timers did not have ready access to the software. We decided we needed a program that ran itself, was independent of class-time and lunchtime, was easy to explain and user-friendly, and could take differing student levels and ability into account. Thus, the Moodle Reading Module was born.

Tom Robb had been very active in the development of the online class management system, Moodle, and so had the technical background to create the new module. We wanted the module to be efficient and easily manageable, ensure that students could only read material at their own reading level, encourage regular reading by pacing quiz-taking times, and provide some form of competition and motivation for students in the design through showing them how much they have read when they log in.

To do this, we divided our books into levels and made it so that students could only select tests for books from the level they are currently reading at, or one below it. We made all books worth 1 point – although we did have some worth more or less based primarily on their comparative length. We set it so that once a test was passed, the student received one full point（or whatever the given point value of the book, depending on its length）regardless of the level of the passing grade. Students became able to take the quizzes anytime and any place – even at their own home. To prevent problems with cheating, the tests were randomly generated from a large bank of questions for each book and the tests were timed – with a maximum of 15 minutes to complete the test. Students could only take a quiz every three（which was later changed to two）days to prevent the just-before-deadline last-minute rushes students tended to do with Accelerated Reader, and we included an automatic promotion system, whereby once students passed a certain number of tests at one level（initially 6）they were automatically promoted. To make the tests

more interesting, we created five types of question – true/false, multiple choice, ordering of events, matching questions with people and answers, and a 'who said this?' type where students need to choose from a range of options who said important or memorable lines in the story. We also were able to change the curriculum so that the students had a computer class in first year in which students were shown how to take the tests.

Since the introduction of the module, we have gone on to develop it in many ways. Students now see not only the number of words that they have read, but also small pictures of the covers of all the books that they have read – for as long as they are doing the program（which is usually their first two years of study）. Teachers may login and access a wide range of information themselves, add points for extra non-test reading activities, send messages to students, download a wide range of data, and log in as any one of their students to see what the students themselves can see.

Initially, the program was first used in April 2008 with first year English majors and International Relations majors, as the English department was managing the core language courses for both departments. In fall of the same year, the program was piloted with several volunteer General Education English Language teachers. This proved successful, and so from April 2009 the program was used for all first and second year English and International Relations Majors（around 400 students）and for all twice-a-week General Education English Oral Communication and Reading classes（which include somewhere around 3,000 students）.

For goals, in the English and International Relations Departments we set it at 8 points in the first semester of first year, and then 12 points for each of the following three semesters. For the General Education classes, it was 5 points per term per class type – thus, any student taking both Oral Communication and Reading would need 10 points per semester.

To cater to this many students, we realized we would have to change the approach of the library to how the books were managed. We met before the 2009 academic year with library management and pointed out that, with that many students borrowing books, there would be a massive increase in the numbers of books being taken out and that to cater for that, the books would have to be organized by level. The library, once they saw the figures, became very cooperative. Not only did they allow us to reorganize the books, they also gave us more space and allowed us to order several thousand more books to put into the different levels.

Once the term started, within two months it was plain that the extensive reading program was having an enormous affect on the use of the library. The number of students entering the library in April 2009 went up to 42,280 from 35,089 in 2008. The number of first year students borrowing reserved section books jumped from 409 in April in 2008 to 4,097 in April, 2009. The

following month saw a similar jump from 1,545 in 2008 to 6,246 in 2009. Much to the delight of the library, the program was so successful that they had to change the borrowing rules for the reserved section by limiting the number of reserved section books that could be taken out to one per student at any time as the shelves soon emptied of books and students queued up everyday to wait for the books to be returned.

Subsequent research also proved that students were reading more regularly than when they were doing Accelerated Reading, doing the tests mainly at night, passing the tests more often, and were reading more books – data on one period showed that while students doing Accelerated Reading had read on average 4.7 books for the period, with the Moodle Reader Module they read 8.3. [2]

There have been a series of teething problems in setting all this up. Books take time to be ordered and processed by the library, and teachers were far keener than we thought in getting their students started and taking them down to the library to borrow books. English and International Relations students, who started the extensive reading a little later, had a very hard time getting access to books as the shelves in the library were empty. Nevertheless, by implementing the program across several curriculums and involving large numbers of students, we created a large and comparatively advanced extensive reading program in a relatively short period of time.

Despite the teething problems, teachers have expressed support for the program and believe it is an effective tool in the language teachers' toolbox. Teachers who have been involved in our extensive reading program for a while see the Moodle ReaderModule as a positive forward step. Teachers have begun to boast about student progress, encourage inter-class competition to get points, and counsel students who are falling behind. We have also been able to bring the levels down for lower less motivated students to create a kind of remedial program for those students who need it.

In addition, we have built up a range of other support materials and activities. Not only do we have ten levels of books in the library, we also have an extra eleventh section with a range of other material including children' s books, English manga and comics, readers for native speakers and popular teen and adult books such as the Harry Potter series and a range of Terry Pratchett titles. The LL in building 3 now has a decent collection of several hundred readers with CDs which are divided into sets so that computer class teachers can take them to class and other students can take them out to read and listen to. [3]

At the Foreign Language Faculty, in the new version of the intensive course that has now come into effect for the second year English and International Relations departments, we now

have a once-a-week class devoted to reading and writing where a significant percentage of the grade can be devoted to extensive reading. This has had a major positive effect on students in terms of seeing extensive reading as an important part of the curriculum, while providing a fertile ground for experimentation in the program. With the creation of this class came a budget to buy other materials including new books and readers to try out in class.

We are now looking at the Moodle ReaderModule as the core of our reading program, and building around it. We are in the process of building up class sets of books to be used at the beginning to get students into extensive reading. In the Foreign Language program, we are piloting ways to bring other material into class to get extra points to keep student momentum and interest in reading - including getting students to review potential new books for the program, read and review classic children's books, listen to CDs of readers in class and do follow-up activities. We have been steadily expanding the eleventh section in the library and have, with the cooperation of the library, added subdivisions based on a slightly non-standard creative use of call numbers. We have also started to take whole classes down to the library to make them aware of the resources available and get them more 'hooked' on reading for life – not just for the course. Titles have started to be incorporated into smaller content based and large lecture courses both during class as well as a basis for homework assignments, and we have begun building up the range of literature-related classes（such as a seminar on children's literature）in the Foreign Languages Faculty, with an eye to expanding the options available to students across the campus. We are applying to open up the LL in building 3 to create an open or self-access center to be completed by the end of summer, 2010. If this is approved, it will expand the options for the extensive reading program in many ways and prove a very powerful base for the greater use of materials in class, teaching assistants in the program, and the implementation of remedial and challenging advanced programs.

Inside the MoodleReader itself, for all students we are going to be changing the goals from number of books to number of words in the next academic year. We will also educate students more from the start in the reasoning and goals of the program, work more to include it in first year class activities, incorporate more books and more non-test point options, and provide more teacher training and support in extensive reading research and classroom practice. Krashen（2004）stated in talking about the Accelerated Reader, that there is "no real evidence that the additional tests and rewards add anything to the power of simply supplying access to high-quality and interesting reading material and providing time for children to read."（p.121）We have found that both teachers and students in many ways like the tests and the data they provide, and they are necessary in implementing a large program such as we have. Now we need to work on

providing "more high-quality and interesting reading material" in various locations on campus, and providing "time for children（students）to read" both in class and for homework, and for a wider range of classes and assignment types. It has been an exciting roller-coaster ride, which is far from over!

Please note: Due to the limitations of space, the length of time being considered and the number of people and classes involved, there has been an inevitable simplification of many events and developments.

NOTES

（1）Since 2000, the curriculum has gone through a number of changes, but the core compulsory language courses have continued to be labeled the 'intensive' program.

（2）It must be noted here that the Accelerated Reader books were usually longer. However, each student having read more titles means that students had been reading more regularly over a longer period of time – a very positive development.

（3）In fact, the Faculty of Cutural Studies has an extensive listening component in their compulsory courses that utilizes these books with CDs – and those in the library.

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