
1. Title: Integrating skills through extensive reading

2. Context
(1) Level: Third year students of senior high school
(2) Class size: 35 students (3 boys and 32 girls)
(3) Time: 50 minutes (2 lessons a week)
(4) Textbook: ROADHITTER (Chart Institute)
Oxford Reading Tree, Foundation Reading Library, Oxford Bookworms,
Info Trail, Penguin Readers, I CAN READ etc.
(5) Problems:

- Limited time. Students in this class get a job after graduating from high school. This is their last opportunity to take English class at school. Students do not have enough input, and output in class. They do not have confidence in English. Textbook is not suitable level for my students. Most of the students feel English is difficult. There are a few students who are good at English but most of them do not like English.
- Evaluation is also a problem. Paper exams are given great weight in this class.
- Many students started to enjoy reading, but sometimes they choose a book not appropriate to his/her level. Then they had difficulty in concentrating on reading. I need to know how to give good advice / suggestion to those students.

3. Goals:
miz

4. What I did:

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<tbody>
<tr>
<td></td>
<td>questionnaire</td>
<td>1st BT questionnaire</td>
<td>1st ER questionnaire</td>
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<tr>
<td>orientation started</td>
<td>10 min. SSR</td>
<td>longer SSR</td>
<td>started book talk</td>
<td>both BT speaking &amp; writing test</td>
<td>BT with grammar</td>
<td>2nd BT writing test</td>
<td>2nd BT speaking test</td>
<td>ER &amp; BT questionnaire</td>
</tr>
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※BT: Book Talk SSR: Sustained Silent Reading

- From 2nd term, I spent more time on book talk and extensive reading. Some students complained that they want to spend more time on textbook because they worried about term tests. Then I tried to include target grammar from textbook into book talk. I tried to connect the textbook grammar with extensive reading activities.
I also changed the assessment to meet what students do in class. I changed the paper text content. I've included book talk writing into term tests, and students checked common errors after the exam.

5. Results

(1) Students got used to reading English books.

Before starting ER, 90% of the students had never read any English book by themselves. Most of them had thought English books were too difficult and not interesting. However almost everyone enjoyed reading and liked reading English books in class. Most of them have read more than 40,000 words in February. Most students achieved their own goal in February.

(2) More than 70% of the students think both extensive reading and book talk are useful.

Nearly 80% said extensive reading is interesting. In Feb, there is no student who thinks it is not
interesting. There is no one who thinks book talk is not interesting, either.

(3) Students’ favorite books are not the same. FLR and Curious George were the most favorite books in this class. Students enjoyed reading both Graded readers and leveled readers.

Many students enjoyed reading YL1.1-1.2 books. No one chose books under YL0.4. However there were students who chose YL2.2 books as their favorite book.

(4) There was a great wash back effect in including book talk writing test into paper test. Students studied hard for the term test, so that they’ve improved their Book Talk dramatically. However, after including book talk into term test, the number of students who like book talk decreased.
6. What I learned

(1) I learned that it is important to continue. Students learned a lot by themselves by doing the same activity continuously. Then they become autonomous learners.

(2) As they read more, they benefit more. Students changed their opinion about extensive reading as they read more. More students feel positive about the idea that we can expand vocabulary through extensive reading and they also think they can learn about different cultures through extensive reading.

(3) Students improved their speaking skills as well as reading. Many students could keep a conversation going for two minutes or more in Feb. They have learned conversation strategies as well.

(4) Students comments showed they’ve learned how to enjoy extensive reading effectively.

(5) They become able to read even they can’t understand it 100%. They can accept ambiguousness, which is very important to improve fluency.

(6) I learned that keeping a reading log was effective, because they could see their improvement clearly with numbers.

(7) Extensive reading is a magic way. It can apply for all levels, attract learners to English and improve their English spontaneously.

(8) As the result of students’ favorite books shows I learned 51% of the students could enjoy reading books over YL1.1, so more books between YL1.1 to YL2.2 are needed.

(9) I learned that WPM doesn’t always measure the reading speed, because students spend time looking at pictures while reading books with pictures.

(10) I learned action research was useful. I often relied on questionnaires too much when I wanted to know the students, but I learned that collecting data by using variety ways from different aspects is essential. One student wrote that he really liked extensive reading and enjoyed it in his comment.
However he didn’t check “strongly agree” to the question “I like extensive reading”. I’ve learned some students tend to avoid checking “strongly agree” all the time. Questionnaire is good to know the changes, but it doesn’t always show the true feelings. Teachers need variety ways to analyze the class.

7. Future issues
   (1) Set a good environment for extensive reading: need more books, variety of YL1.0-2.2 level books
   (2) Giving appropriate advice: some students choose books which doesn’t suit their level. I need to observe individual students and give appropriate advice.
   (3) I would like to include extensive listening.
   (4) Expanding extensive reading: I’d like to make long term extensive reading programs in the future.

Lesson Plan: Extensive Reading

1. Level: Senior HS  2. Class size: 35 students (3 boys and 32 girls)

3. Textbook: Oxford Reading Tree (1-9), Foundation Reading Library (1-7), I Can Read,
   Curious George, OBW, MGR (starter), CER, Footprint,
   “Brown Bear, Brown Bear, What Do You See?” etc.

4. Goal & Objectives:
   1) Students can enjoy reading 100 English books, or 40,000 words before winter.
   2) They can read fluently. WPM=100 or more.
   3) They can talk about a book they have read using conversation strategies.
   4) They can describe a picture using a target grammar, participle.
   5) They share their feelings and encourage reading more books each other.

5. Today’s lesson plan:
   1) Warm-up (checking homework)
   3) Activity (perceptual verbs + present participles)
   4) Grammar point & exercise
   5) SSR
   6) Practice book talk (handout)
   7) Book talk
      Students are encouraged to use conversation strategies.
      Students are encouraged to use the target structure.
   8) Reflection
**Handout**

**生活英語 Book Talk**

**今回のポイント** 知覚動詞とともに分詞を使う shadowing と showing interest を使う

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**A:** Hi, (相手の名前) How are you doing?

**B:** Pretty good/ fine / great / not bad, and you, (相手の名前)?

**A:** Pretty good / fine / great / not bad. Let's talk about books. What book are you reading?

**B:** I am reading (読んでいる本のタイトル).

**A:** [Shadowing] Sounds interesting/ nice / scary / exciting / difficult.

**B:** How about you?

**A:** I am reading (読んでいる本のタイトル)

**B:** [Shadowing] Sounds interesting/ nice / scary / exciting / difficult.

**A:** Would you show me your favorite page? Please explain the picture.

**B:** (ページを見せながら) This is my favorite page.

**A:** I see Biff looking at a map. I see children talking about the map. It is a treasure map.

**B:** Thank you.

**A:** Would you show me your favorite page? Please explain the picture.

**B:** (ページを見せながら) This is my favorite page.

**A:** I saw a man smiling. I saw children playing outside. I saw a bird flying in the sky.

**B:** Thank you.

**B:** Do you like the story?

**A:** Yes.

**B:** Why?

**A:** Because the story was fun / interesting/ heart-warming / nice / beautiful / thrilling / scary / exciting / boring / sad / difficult / . How about you? Do you like the story?

**B:** No.

**A:** Why not?

**B:** Because the story was fun / interesting/ heart-warming / nice / beautiful / thrilling / scary / exciting / boring / sad / difficult / .

**A:** Nice talking with you.

**B:** You too!

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**Other questions**

Is/Was it easy to read?

Who are/were the main characters?

Who is your favorite character?

When did it happen?

Where did it happen?
A(Antony)とB(Bob)のBook Talkを書きなさい。Conversation Strategies(shadowing, showing interests, opener, closer etc.)を4種類以上使い、できるだけたくさん（10個以上）CSを含むこと。
1分半～2分間程度の会話を作ること。

10点[CS種類と数4点、会話の長さ3点、正確さ（語彙、文法）3点]

A（Antony）の読んだ本：Alice in Wonderland
不思議の国に行きたいと願っていた少女Aliceは、ある日ピクニックに出かけた森(forest)で、服を着て「遅刻だ！」と駆けていくウサギ(rabbit)を見かけた。
ウサギを追いかけ穴に入ると、どこまでもどこまでも落っこちていく。そんなAliceがたどり着いた世界とは？

B（Bob）の読んだ本：Sleeping Beauty
ある日、お城(a castle)で王と王妃のあいだに念願の子どもが生まれた。ふたりの喜びは大きく、祝宴が開かれ、7人的魔法使い(fairies)も招かれた。魔法使いはそれぞれ姫に良い魔法をかけるが、そこに悪い魔法使いがあらわれ、17歳になると姫(Princess)は死んでしまうという呪いをかけてしまう。

Book Talk Writing Test

A(Antony)とB(Bob)のBook Talkを書きなさい。Conversation Strategies(shadowing, showing interests, opener, closer etc.)を4種類以上使い、できるだけたくさん（10個以上）CSを含むこと。
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ある日、お城(a castle)で王と王妃のあいだに念願の子どもが生まれた。ふたりの喜びは大きく、祝宴が開かれ、7人の魔法使い(fairies)も招かれた。魔法使いはそれぞれ姫に良い魔法をかけるが、そこに悪い魔法使いがあらわれ、17歳になると姫(Princess)は死んでしまうという呪いをかけててしまう。
Advice for younger students who will start ER.

It's better to start with simple books. Read many books, and you can enjoy reading! Read a lot of books. (18)

You'll get used to reading. Enjoy reading. You can enjoy more when you get used to it. Good luck!

The more you read, the more you improve. Start with simple books, then when you get bored, move to higher levels.

Read books which suit your level. (13)

Read books that you enjoy. Choose books you want to read. When you get bored, try to read a thick book which would keep your interest for several days. I feel longer stories are more fun to read.

At first, it takes time to read, but you'll get used to reading once you started. Read books you want to. Read it Don’t take it too seriously. Relax and enjoy reading. Read it as you read Japanese books as you like.

I'm not good at English, and to be honest, I didn't like extensive reading. Choosing enjoyable books was important. It is boring to read too easy ones, but it is hard to read if I can't understand the story. I prefer reading Japanese popular stories in English. Those books usually have many good pictures I can enjoy.

Students' Comment

★これから多読に取り組む後輩へのアドバイスを書いてください。
語数が多いから読まないとか決めないで、自分が、これ読みたいなぁって思った本が勉強になると思います。

私は英語が苦手なので、正直多読はあまり好きではありません。その中で、英語が読める本を選ぶのが大切だと思います。多読を通して、役に立つ本を選ぶことが大切だと思っています。簡単すぎるのはつまらないし、理解できないものは嫌になる。だから日本でお話になっているものだったり、絵が可愛かったり見ていて楽しいものから選ぶといいと思います。自分が興味を持った本を選んで読むのがいいと思います。その方が楽しみながら読める。

"You might feel worried at first, but don't be afraid. Be positive and continue reading. However change book if you can't enjoy it. Find books you can enjoy! (2)"

最初は英語の本を読むことが難しいんじゃないか、理解できるかどうか不安な人が多いと思います。しかし、本を開かなければ、物語に入ることができません。積極的に読むことが大切だと思います。そしてもし物語を見て、理解できないときは他の本を探して、自分に合う本を見つけないと良いと思っています。

多読を通じて、役に立たないと思う時もあるかもしれませんが、数をこなすと意外と成長することに気づきます。だから、どんな時にも積極的に本を読むことが重要です。

Pictures will help you to understand the content. (12)

FRL series has many pictures, it is easy to read. I recommend FRL. I couldn't enjoy it at first, but once I got used to that series, I found it very interesting. Don't worry if you cannot understand some English. Pictures can help you understand the content. I though extensive reading was very difficult and I could not read at all, but in fact, there were many pictures and English was easy to read. I could read English books. Start with a book which has interesting pictures. Pictures will help you understand the story.

英語が苦手な人でも多読をやっていれば英語との壁がなくなっていくと思うから、絵が大きい絵本から読んでいればいいと思いました。FRLのシリーズが絵もたくさんあり、読みやすいと思います。

"Don't translate into Japanese. You'll get bored if you try to translate all the time. (4)"

You might feel it is boring to read low level books, but it is hard to understand high level books at first. You can consider it as a good practice to read without translating into Japanese when you read very simple books. Don't translate, but read fluently. If you really want to know the meaning of the unknown word, you can check it later.

日本語に訳そうとせずに、すらすら読むのが大切だと思う。訳しながら読むと飽きてきます。初めのうちはYLの低い物語はつまらないと思うかもしれませんが、いきなりYLの高い難しい話は理解できないので、「日本語に訳さない絃習」と考えるといいと思います。本を読むときはなるべく日本語に直さずスラスラ読むと良いと思います。本当に気になった単語はあとから調べてみる。

読むだけじゃん、と思うかもしれませんが、単語や文法が少しお覚えることができるのっていいと思います。
I've realized the **three rules are very important**. I can't read boring book. If I look up every word in a dictionary, I can't enjoy the story.

本当に読書を楽しむ**3原則**は重要だなぁと思います。つまらないものをそのまま読んだり、意味のわからない単語をいちいち辞書で引いていたら、話が入ってこないし、英語も身につかないと思います。

・ **Don't worry about word counts or number of books, read at your own pace.**
語数、冊数気にせず、読みたい本を自分のベースで読む。

・ **Try to understand the sentences.**
絵ばかり見ず文で理解する。

・ **Extensive reading is useful and enjoyable.**
多読はほんと勉強になるし、楽しい。

話が続かないときは、Let me see…等 **Conversation Strategies** を使うとよいと思います。

多読で学んだことを BookTalk でテストしていくみたいな感じでやってきました。今まで知らない言葉とかあるとつまずいていたけど、気にならなくて、他の英語から文章の意味を理解していくという形になってきました。

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**★ 多読と Book Talk に関して、感想など【Book Talk の感想 Comment on Book Talk & changes】**

I've **improved** my speaking ability through Book Talk. (13)

I also learned it is very **interesting** to talk in English. I'm happy because I can make myself understood in English now. It was very hard at first, but extensive reading and book talk made me feel close to English, and I can read English books fluently. I can use conversation strategies well. Book Talk was hard for me, but I can manage to talk some now.

Book Talk をすることによって、会話がスムーズにできるようになったと思う。

Book Talk も普段の会話で使えるようなことが多いので、とても役に立つと思いました。

BookTalk もう覚えるくらい自分のものになった。BookTalk は CS を上手く使えるようになったので、いいと思う。

Book Talk はやればやるほど、上達しているような感じだったので授業の度に驚きました。何度も繰り返しやっていったので、文章ごと覚えていてすごいと思いました。Book Talk をやってているうちにどんどん言葉がわかったり話せるようになっていった。Book Talk に関しては私は少し苦手でしたが、ある程度話せるようになって良かったです。

Book Talk は話すのが難しいけど、やっているうちに慣れてきて、少しずつ話せるようになったので良かったです。

Book Talk はいまだにスラスラとは言えませんが、初めの頃よりはできるようになり、良かったです。単語だとあまり会話はできないけど多読と Book Talk のおかげで会話が少しできるようになってきたかも。

BookTalk は思ったことがすぐに英語にできなくて苦手なときもありました。でも最後の方は始めたころに比べてスラスラとやりとりができるようになって少し、楽しいと感じることもありました。

相手に「Sounds nice!」とか共感してもらえると、自分の英語が通じてるんだ！！と実感できて嬉しかったです。

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I want to improve accuracy, too. (2)

1年間 BookTalk をやっていて、英語で会話することの楽しさなどを知ることができました。また1年間やっていく中で、2分間英語で話したり、思いを伝えることができるようになりました。今後は英語で話すだけではなく、正確な英語が話せるようになりたいです。

Book Talk では、CS は使えるようになったと思うけど、ページの説明とか文が正しいかどうかわからないまま使っていたので、そういった部分もしっかりやりたいなと思いました。
【Extensive reading 多読について：自分の変化 Changes】 improved, interesting, enjoyed (20)

I can read and speak English now. It was fun! To be honest, I couldn’t enjoy it at first, however, as I continued, I sometimes felt myself improving, which made me so happy. I’m happy I did extensive reading.

I am happy to know that my reading speed is becoming fast and I can read more difficult books. I become to know more words to enjoy stories more smoothly. Extensive reading was really good for me. I could learn many things which I can’t learn in regular class.

I started reading less than 100 word books, now I can read more than 1,000 word books. I’m improving! I’m happy! I gained confidence in reading English books. I became used to reading English. I lost my wall to English. I could reduce my barrier to English. 100語未満の本からスタートして、今は1000語を超えても読めるようになりました。あー成長してるんだなーと(笑)、やって良かったです。英語の本もよめるんじゃね？みたいな自信がムダにした。最初は英語が苦手で多読を辛いものだと感じていました。ですが、多読を通じて英語に触れただんだんと慣れ、今ではスラスラと読めるようになりました。多読は英語に触れられる良い機会になりました。多読を通じて英語に対する壁が薄くなったように感じました。多読をやるようになって、英文を読むことへの抵抗が少なくなりました。でも、知っている単語が少なくと、スムーズに読めないので、もっと色々な単語を知りたいと思うようになりました。英文に抵抗もなく読めてきたと思います。英語を読むのは、英文を読むことがわからない、で、多読を通じて英語を学ぶことが可能になったと思います。授業の中で多読の時間はとても好きでした。授業の中で多読の時間はとても好きでした。英語を読むのが好きになりました。

There are interesting books. There are not interesting books. But I like really extensive reading.

As I read, I came to understand the story, and I could enjoy it at last.

Extensive reading was a good opportunity for me to become interested in English. I felt extensive reading was the main activity in class not the textbook.

Book Talk でも多読でも同じようにできなかったことができるようになるのがわかるのでとても良かったです。私は多読をお楽しみから、英語に興味を持つことができた。教科書よりも多読がメインで感じがしました。
I've learned how interesting reading English books is, so I'd like to keep learning from books in the future. I'd like to borrow extensive reading books in the library after graduation.

多読を始めるまでは、英語の本を読んだことがなかったけど、今年1年の多読を通して、英文を読む楽しさを知ることができました。今度、機会があれば、また英語の本を読んでみたいと思いました。

先生！私、本を読むことが苦手で、読んでも物語をしっかり理解できなかったのですが、BookTalkや多読によって楽しいと思えるようになりました。これからも本をよんで、多くの知識を頭に入れていきたいです。

卒業しても図書館などで多読の本を借りてみたいと思いました。

Data:

**How many words did you read?**

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<td>July</td>
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