

IERA – AMCOR UMY – ERF

NgabubuREAD Series – vERtual Talk Series



UMYAMCOR
We Create a Learning Society



Presentation Materials

<https://bit.ly/IERAxAMCORUMY>

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Prolog

It goes without saying that we learn to read by reading. However, what does it entail? Is it enough to learn to read by reading one page or one book? How should we read? One of the approaches to second language reading, extensive reading, states that we have to read extensively. Therefore, reading one book is not enough. When reading extensively, we also have to read quickly and enjoyably with adequate comprehension; thus, a dictionary is not needed to understand texts that we read (www.ercentral.com).

Numerous researchers have explored this approach and found it essential for language learning. Nevertheless, for some contexts it is not easy to implement it. Therefore, Indonesian Extensive Reading Association (IERA) which is one of the affiliates of the Extensive Reading Foundation (ERF), a not-for-profit, charitable organization whose purpose is to support and promote Extensive Reading (ER), collaborated with some universities and groups/institutions in Indonesia to hold ER webinar series. The first collaborator is American Corner (AmCor) at Universitas Muhammadiyah Yogyakarta. Together with AmCor UMY, IERA and ERF conducted 2 webinar series entitled NgabubuREAD series and vERtual Talk series. The first three webinars discussed these topics respectively: Reading and Extensive Reading, ER in the classroom, and ER activities to support reading fluency. The other five webinars presented the following topics respectively: Online Sources for ER, ER practices in a limited sources environment, Teachers as readers: Why should we become a role model? Extensive reading exposure in digital environment, and Extensive Reading: More than just reading.

Through the topics, each webinar tried to inform teachers about ten principles of ER and how to contextualize them without losing its main core and goal. The Ten Principles of Extensive Reading are as follows:

1. The reading material is easy
2. A variety of reading material on a wide range of topics is available
3. Learners choose what they want to read
4. Learners read as much as possible
5. Reading is for pleasure, and to gain information and general understanding
6. Reading is the reward itself
7. Learners generally read quickly and not slowly
8. Reading is silent and individual
9. Teachers orientate and provide guidance to students
10. The teachers become a reader model for their students

(Day & Bamford, 1998, pp. 137-141)

The principles number 1, 4, 5 and 7 represent the core of ER and other principles can be adapted to some extent. To discuss the ten principles in detail, the invited ER experts uncovered some theoretical bases of Extensive Reading and best practices in ER in both NgabubuREAD and vERtual Talk series. A number of ER enthusiasts and implementers also shared their experiences and lessons to learn when implementing Extensive Reading in various contexts. The lively and fruitful discussions which took place during the webinars were expected to be beneficial for those who have implemented ER and those who would like to know more about ER. For those who could not join the live webinars, the webinars were recorded at FB American Corner UMY (@amcorner.umy). The links are provided in the FB page and the off-screen discussions are documented in this book.

In short, the webinar series were the products as well as the processes of small yet significant initiatives to support any ER enthusiasts who would like to start an ER program at schools, universities, or homes or to begin an individual learning journey. May we all become lifelong readers!

American Corner UMY – IERA
2020

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ngabubu**READ**

Extensive Reading Webinar Series
ZOOM and FB Live

Saturday,
9 May
2020

16.00
- 17.00
WIB



NgabubuREAD #1 Saturday, May 9, 2020

Theme	: Reading and Extensive Reading
Presenter	: Dr. Willy Renandya
Moderator	: Yuseva ariyani Iswandari, M.Pd



<https://web.facebook.com/amcorner.ummy/videos/275204023613984/>



Questions and answers

from Facebook viewers:

Q : In this pandemic situation, what do you do to engage your ER class?

A : I asked them to visit some online ER websites if they have the internet access but of course some offline reading activities are also feasible, like reading books or hardcopy materials and then write reading logs or reading responses

A : Look at <https://erfoundation.org> if you are interested in some free online readers for your students.

Q : How do we assess ER? What are the features?

A : Common assessment would include reading comprehension, incl vocab mastery as well. Some websites like MReader and XReading have excellent examples for the assessment. Reading logs to check the reading progress are also a common practice.

A : The assessment can be in a form of reading log or a project. In my practice I use a creative project. It can be a creation of storyboard based on the story that the students read.

A : We can also ask the students to create a movie poster based on the story that the students read and they can also use new words that they learn from the book

Q : Thank you for wonderful presentation, i'm curious about what kind of ER activity that can initiate high school students critical thinking? Since we know the K13 curriculum itself promotes critical thinking as main highlight. Thank you.

A : Say it activity by Macalister can be used for that Bu. Ibu you may contact me later to know its detail.

Q : 1. What are suitable texts for ESL university students at beginner, intermediate, and advanced levels?

2. Should vocabulary be learned during extensive reading, or is the focus solely on reading fluency?

A : To know a suitable graded reader for them you can test their vocabulary level first or use a five-finger rule. There is a free vocab level test by Webb. Et.al

Q : How can we shift our academic settings from the focus on intensive reading toward extensive reading? I've learned so many languages via classroom settings, but none of my teachers used an extensive reading approach.

A : I think there are many teachers who are not familiar yet with ER, Pak Scott. Shifting will take time, but once teachers notice and believe that IR and ER together will enhance language learning, they will be more eager to apply ER at classroom practice.

- Q : If I use online/digital comics to teach ER to my students, is there any specific strategies to make it more successful, Bapak Ibu?**
- A : IMHO, online/digital comics will be an interesting material for students. However, maybe one aspect to consider before using the comics will be making sure that they provide comprehensible input for language learning as well
- Q : The essential part of having either intensive or extensive is actually the will to read... Yes we are trying to make them read but it is so hard to move them... They can have many ways to avoid reading... What makes the students do reading and what kind of motivation booster will be applied, thus break down the process?**
- A : For me, the one thing that makes ER stand out is the fact that students who are doing ER are reading many, many times the amount of words compared to students who are doing an "intensive" approach where they are only concentrating on a small number of texts, or perhaps their textbook only.
- Q : Is it possible to incorporate extensive reading into the teaching of translation and also into the improvement of translation skills?**
- A : I think so pak, translating can be one of the activities during reading :)
- A : In my practice we can start by combining ER and IR first. It is possible to combine them especially when we have to follow certain curriculum
- Q : for those whose L1 is english, do they do ext. reading like we, EFL/ESL learner, do? or is extensive reading exclusive to us, 2nd language learner, in order to replicate their exposure to english?**
- A : Extensive Reading is also helpful for L1, esp to boost fluency



Questions and answers in Zoom Chatroom

- Q : How to deal with Indonesian students who have low reading habit?**
- A : Hi there. I would like to ask how do you think we can promote extensive reading better in schools?
- Q : What kind of specific text should I give to my students to trigger them to read? i'm teaching high school students now**
- A : In ER you can bring selection of Graded Readers. You can also take your students to online platform. You can try www.er-central.com
- A : You might want to ask your students first at the beginning of your semester. "What do you like to read? " Exposing the students to different genres is necessary.
- A : For High School I would try to use relevant texts. There are many graded readers based on movies. Relevant texts. :) Also using graphic novels are a great way to get teens to read.

Q : Is extensive reading good for the students whether their don't have motivation to read something?

A : I think it is important to tell students the importance of reading in their daily life. Ask them to reflect on their daily life. What kind of reading do you do? Reading movie reviews?

A : To our experience working with ER with the students so far, the students build their enjoyment to reading gradually. The key point is that when they find the readings easy (at their level), bring pleasures to them and raise their curiosity, the students start to get closer to love readings.

Q : How could the teacher bring extensive reading features in theory based course (CLIL) where commonly reading materials have been already set by the teachers?

A : For CLIL you could you get a variety of articles on the topic. So students can read them and then share what they have read. I use to have an article and then include questions. I would number the articles. I also challenged students to find an area in theme they would like to explore more.

A : Thank you for the answer. One more question, are 5 finger rules applied in choosing articles for the students?

A : Yes, I think it would apply. I like to provided different levels of articles. And it is up to the student to choose how much they want to challenge themselves. I like to actually rate the articles and say 1-5 like five-finger rule but students earn points depending on the level of the article.

Q : Could you please give a hint how to teach critical reading? could it be integrated with extensive reading activities?

A : Perhaps asking some questions after the students finish their reading. What did you read? What was the most interesting part? What was the most interesting character? Etc.

A : Just a suggestion you can invite students to share about the characters they meet in their readings -- ask them to build up character profile, comparing-contrasting characters, analyzing characters' decisions or actions, etc. This can be follow up ER activity.

A : One of my favorite activities for critical thinking in reading are to use visible thinking skills with reading.

Q : Could you give example of reading activities that can promote writing skill?

A : Simple activity might be asking your students to write letters to the characters.

Q : One of the ER principles by Day and Bamford is teacher's modelling. How should it be applied if we assign students to implement ER beyond classroom?

A : Perhaps by telling the students the book (or article) that we read last night; the list of books (articles hehehe) that we have just read and that we are going to read. Perhaps by inviting our students to come to our office and showing them the books that we have that might be interesting for them. Or perhaps by telling them our favorite books.



More Question

- a. When I read kinds of novels in languages, can it be called extensive reading?
- b. How can we promote students' reading habit?
- c. We have different course between 'reading' and extensive reading'. What's the differences in implementation? what kinds of activities?
- d. There are some challenges in teaching reading online. I have friend teaching Japanese....she has had problems in teaching reading online. is teaching reading sorry....is equally difficult for all foreign languages? thank you.



Other Comments

- a. From the panelists I can conclude: extensive reading is students centered, the students have freedom to choose the books based on their levels and interests, instead of providing them with list of difficult words and comprehension questions, the teacher can ask the students to retell the story. cmiiw :)
- b. Classrooms often use intensive reading which is the one passage and either reading aloud or choral reading. The reading is chosen by the teacher.
- c. Let the children read whatever they want to read as long as it is suitable for their age. It is the parents and teachers' duty to provide suitable reading materials for the children. They will love reading, once they know that reading is enjoyable.

Saturday,
16 May
2020

16.00
- 17.00
WIB



NgabubuREAD #2 Saturday, May 16, 2020

Theme	: Extensive Reading in Classroom
Speaker	: Thomas Robb, Ph.D
Moderator	: Christina Lhaksmita Anandari, Ed.M



<https://web.facebook.com/amcorner.ummy/videos/682201609231421/>



Questions and answers in Zoom Chatroom

Q : Mr. Robb said that for students who do not have the motivation to read, we need to inspire or REQUIRE them to. Isn't that violating one of the 10 principles/characteristics mentioned by Richard & Bamford? Or is it okay not to follow those 10 principles?

A : When we apply the principles we may not adopt all. I think we have to pay attention to our contexts.

A : Then that rises another question, just how many principles do we need to follow to keep it 'extensive reading'

Q : Slide 11. if the students are given the chance to select their own material, what kind of treatment can I do within 90 minutes beside passing out a no-grammar worksheet and having them guess some unknown words?

A : I usually create an activity/activities after reading. Some of the activities that I have done; finding their favorite line in the book then post it in Instagram and writing the caption why the line is interesting. I also (once) asked them to make a bookmark based on the book :)

A : Just make sure that the students choose the books of their levels. You can try "five-finger" rule. Ask the students to choose any random page and read. If they find 0-1 unfamiliar words, maybe the book is too easy. 1-2 words: perfect choice of book, 3-4: give a try, 5+: too hard. This way, the students will not (hopefully) face a lot of unknown words :)

Q : Indonesia has published this book "Pusat Kurikulum dan Perbukuan, Kementerian Pendidikan dan Kebudayaan (2018) Panduan perjenjangan buku nonteks pelajaran bagi pelaku perbukuan. Pusat Kurikulum dan Perbukuan, Jakarta." My question is can we use it as the guidance to write/create our own graded books for English materials?

A : Yes, we can use Panduan Perjenjangan Buku published by Pusat Perbukuan. Especially considering that that is so far the only Panduan we have in Indonesia.

A : English graded books might have different criteria and indicators related to the adjustment of the right levels. Indonesian's Perjenjangan Buku is inspired by some levelling books created internationally. Maybe you can check Fountas and Pinnell graded readers, or Pearson.

A : Perjenjangan Buku in Indonesia only has 7 levels thus far. Much simpler than Fountas & Pinnell of course.

A : It's used to help librarians grade books that they already have in the library collections. Also helpful for teachers and writers to write graded readers in Bahasa Indonesia.

A : Yes it does. The levels are of course for the Indonesian reading books written

in Bahasa Indonesia. Might be different from levelling English readings.

A : I happened to be at the very initial stage of the design. We consulted various levelling systems. Pusbuk developed it much further and has used it to invite writers to write story books on the basis of the Panduan.

A : Oh, I see... so we can refer to the levelling system created by Indonesian Pusbuk to choose or create appropriate English readings then. Thanks, Bu.

A : I would suggest that Perjenjangan Buku by Pusbuk be used only to grade books in Indonesia. For books in English, there are other more established leveling system we can use.

Q : What about with the idea of narrow reading to make ER more extensive?

A : Narrow Reading is a subset of Extensive Reading and is applied to 'reading in only one genre, one subject matter, or the work of one author' (Cho, Ahn, and Krashen 2005, 58). You can read more about the narrow reading here <https://files.eric.ed.gov/fulltext/EJ1137890.pdf>

Q : What's actually the basic difference between intensive and extensive reading?

A : The basic difference is that Extensive Reading aims at reading for pleasure.

A : Extensive is reading for quantity. Reading a lot and reading a variety. Intensive is reading one thing with focus.

A : Although we put targets? I am afraid it will eliminate the pleasure.

A : Some questions about whether 'requiring' students to read will reduce the pleasure.

A : There is a possibility it can reduce the pleasure therefore we have to plan post reading and other activities to engage and motivate students.

A : Exactly. Follow-up activities are important to show students that what they read matters.

A : Yes, I think the follow-up activities after the reading activity is important. The follow-up activities should be activities that enable the students to share the books that they have read, not on comprehension questions.

A : Never forget that modeling is equally important. Let's be a good role model of reading for our students.

Q : Dear Panelists, perhaps this is not really related with our today's topic, but I have one question related to ER. How do we really assess/diagnose students' language level of proficiency (or the students can diagnose their own language level of proficiency), if I have just meet students for the very first time in my classroom, so that they can choose a graded-readers book which suits with their level of proficiency? Would you please suggest some ways to do it? Thank you

A : Hopefully the panelists will elaborate more. I am new to this also, but at Ukrida, we ask them to read for 15 minutes and if within 5 minutes it is not working for them either the book is not having interesting topic or if the

words are too difficult they are asked to change the book into the lower grade levels, panelists have explained I guessed.

- A : You can have a highlight area in classroom or library to motivate. Sharing favorite reads. Making posters about the books they read will assess their comprehension and also if posted around rooms could motivate others to read that book.
- A : Graded readers show their levels actually; but in order for students to check their own levels, you can try "five-finger" rule. Ask the students to choose any random page and read. If they find 0-1 unfamiliar words, maybe the book is too easy. 1-2 words: perfect choice of book, 3-4: give a try, 5+: too hard.
- A : As a program, ER needs to be made as a requirement to make sure that everyone reads. Otherwise, few students would just be willing to read. But in terms of book selection, students need to be given freedom to select what they want to read.

More Question

- a. Is there a theory of ER which mentions that the 10 principles are not obligatory?
- b. Prof Willy, can ER integrated with technology, for instance, some uni students prefer to read blog, online newspaper ! Thanks in advance

Questions and answers from Facebook viewers:

- Q : What should be walked together to help students increase their vocabulary so they can read book with higher number of words consistently?**
- A : Students vocabulary size grows as they read. Follow up activity seem to be crucial here. You can connect students' reading experience to other skills/classes. The follow up activities will help the students to use the newly met vocabularies in different context and purpose.
- A : Keep reading books with level that meets their level and interest. If it is done regularly. I am positive their vocabulary will improve so that they will be ready to battle books with higher vocab.
- A : ER combined with Extensive Listening and/ or Extensive Viewing will eventually help students increase their vocabulary. another activity worth trying is 'narrow reading', just like what Pak Willy has mentioned just now- reading books of the same genre or authors
- A : In addition, let them give up on books that they think too high. It indicates that they are not ready yet for the level.

Q : The problem is not only their ability to comprehend the text but also the Language Barrier... how could we break down the activity from the language learning through the competency to comprehend their gist and essential meaning implicitly or explicitly from the passage?

A : I am not sure if I understand your question correctly. But to handle language barriers and at the same time to improve comprehension, we can try to differentiate "the reading" into two parts: (1) direct and explicit instruction where we can teach students with mechanical skills, and (2) dialogue about the reading. Hope this answers your question.

A : Start from the lowest level Sir, try graded readers, monitor the students whether they choose the correct book of their level. When they do im sure they will start to love reading. And foreign language wont be a big deal. Hope it helps.

A : Could not agree more bu... it needs extra effort... the teacher should be eager to give more than an effort to do the exposure...

Q : How can we build a balanced collection of books when resources are limited?

A : This is a challenging question, but I would recommend to try reaching out for book donations. There are many books fundings out there who are willing to help with no cost at all, e.g. Book Aid International. We might not be able to select the books though, but it's a good resource to add our bookshelves.

Q : Is it possible to have extensive reading in young learners classroom? What activities can we do before, during and after reading in young learners?

A : Very possible Ibu. Pak Willy once said when tge ss are not ready yet to read,we read for them. when they have been ready, give them books

A : I do think it is. Shared reading can be a good alternative as opening.

A : In Pre-activity, you can ask your young learners to tell you about what they see on the front page -- the pictures, people, colours, etc. This is to grab their attention before we read the book for them.

Q : How to stimulate students to enjoy reading especially english text when they have lack of English vocabularies?

A : Start reading books that are below the students' current level.

A : One of the many ways that I would recommend is to choose texts/books that are not too easy and are not too difficult for the students.

A : You may try to give a book that meets their interest.

A : Graded readers for starters are worth trying.

A : Bapak Ibu, the following site might be useful for you:
<https://www.er-central.com/contributors/learn-about-extensive-reading-and-listening/how-to-do-extensive-reading/101-ideas-for-erel/> (101 Ideas for Extensive Reading and Listening)

A : <https://www.readinga-z.com/books/leveled-books/>

A : You might also want to check this as the resource for your ER activity: Let's Read - Children's Books - Free to Read Download ...
<https://reader.letsreadasia.org/>

A : You can try visiting this site www.er-central.com

Q : Besides having lack vocab they also have problem in pronunciation .. any ideas please

A : For pronunciation, if your students have access to internet, there are some audiobooks with scripts that they can use also to practice

A : You can try audio books with your students. As they read and listen, the pronunciation is modeled to them.

Q : How we assess our students (young learners) if we do extensive reading in classroom?

A : Making posters about the books they read will assess their comprehension and also if posted around rooms could motivate others to read that book.

A : One of ways is to have them draw their favourite character Ibu. Another idea help them to retell only in 2 or 3 sentences. Many ideas can be found from reading rockets. Try to adjust and modify to the students' level Ibu. Once I had my students of grade 4 to Answer question: how would you help the three little pigs so that the wolf could not eat them? Surprisingly they draw and answer it nicely. One student draw a house with CCTV, the other one house with a dog inside. Kids are amazing Ibu... Making posters about the books they read will assess their comprehension and also if posted around rooms could motivate others to read that book.

Q : How to improve English for ES, like speaking?

A : This is a very broad question. Among the many teaching methods, I would suggest Dialogic Teaching or Strategic-based instruction.

A : If it is English skill, ER seems to be a new approach to improve the students speaking skill. How come? By reading a lot the students learn hundreds or even thousands of phrases and expressions. Then they're ready to use them the students would be able to speak in the right moment.

Q : My students have literacy time every morning (around 30 minutes) before they start learning other subjects. They bring their own books they want to read. So far, they just read it without any activities related to what they read. Can you give suggestion, what kind of activity we (the teacher) can do to make the time effective for ER?

A : You may do a post-reading activity such as reading circle or discussion, but using reading cubes is also fun and useful.

A : Hi Bu! That's amazing! Great program in your school! Have you heard about Book Club? You might try Book Club activities to make the reading program more meaningful.



NgabubuREAD #3 Wednesday, May 20, 2020

Theme	: ER Activities to Support Reading Fluency
Presenter	: Paul Goldberg, Ed.D
	: Pratiwi Retnaningdyah, Ph.D
Moderator	: Anita Kurniawati, M.Hum



<https://web.facebook.com/amcorner.umy/videos/171416317614388/>



Questions and answers in Zoom Chatroom

Q : Is Xreading free access?

A : XReading is not free bapak ibu. Here's the website: <https://xreading.com/>. You can sign up here and find the necessary information :)

A : Xreading is available for group/institutional subscription, not individual. Just email Paul.

Q : Is there any video on the features of XREADING? Students motivation to read there will be better, I think, if they really know what they can find and do in XREADING.

A : You can go to the website <https://xreading.com/users>. But if you would like to see how it's done, you can go to youtube. Here's the example: <https://www.youtube.com/watch?v=VuHCwu9oQTW>

Q : So for instructor, we must send the email first to Mr. Paul, then he will give the id?

A : Yes, just send an email to Paul and he will explain what you will need to do to subscribe to XReading.



Other Comments

C : Facilitating rather than teaching! Great

C : True, MReading and XReading facilitate ER programs. But teachers should be there to motivate learners.

C : MReading provides tests, and some tests from XReading are taken from MReading.

C : Actually, I was thinking the teachers are the facilitators of reading. They matter more than the programs by far!

C : That's what IERA is for.

C : Absolutely. The programs help teachers run ER programs by providing access to resources and records of activities. Teacher will need to take over the rest.



Questions and answers from Facebook viewers:

Q : Would it be possible that graded reader be modified or even created by the teacher themselves? How?

A : Yes, teachers can use vocabkichen.com or lextutor first to check the vocabulary level of words of the texts and then if it is necessary they can paraphrase the words that are too difficult.

Q : Can you highlight again some of the free virtual graded reader collections for those with less financial resources?

A : Rivet, 2) ER-central, 3) Lit2go, 4) Letsreadasia.org (Lets Read), 5) literacycloud; <https://www.er-central.com/>; <https://xreading.com/>

Q : Good evening, based on the data presented. Im curios about the students' understanding on the books they read. 1 group has 1 ER Tutor. Are the students given questions about their understanding or at the end the ER Tutor only count the number of words and wpm? Because i want to apply the same things to my students. Thanks.

A : If the score is below 60, the student can ask his/her teacher to reset it so that he/she can try again

A : There's a quiz at the end of every book. The minimum score can be set so that the book can be considered FINISHED. We set '60' as the minimum score. The quiz is very simple. Only 5 comprehension questions, in multiple choice, and can be done in less than 5 minutes.

A : Giving questions can be the follow up activities after ExReading that help us to monitor students' comprehension. It is suggested that the questions are presented in a fun and interactive way, such as Book Circle, Telling about Favorite Characters, Characters' Map, etc.

Q : Is there any best practice in which (public) library in hosting the extensive reading activities?

A : Would you please join our FB group: <https://www.facebook.com/groups/497214607143627/>. We will discuss your question there. Thank you, Bu.

Q : How to handle with the change of classroom culture in doing the programs? There must be interaction between student and teacher during the program, teaching and learning. Also, we cannot deny the students' diversity, like motivated and not. Then, how to handle with the change of classroom culture in order to help the students succeed in the program?

A : here is a good link that might be related to your question: https://www.kqed.org/mindshift/48754/what-works-for-getting-kids-to-enjoy-reading?fbclid=IwAR09_W2lK48laBNWQYv3bnZp1Wij6oLuu684lSQa7mIzlwqhBnUIRDBYcMo



More Question

- a. I concern with the diverse students, also the students' motivation. How to handle with the change of the classroom culture in that condition? How the change of the interaction (culture) during the program helps the student to succeed in the program?

ZOOM & FB Live

vERtual TALK #1

“Online Sources for Extensive Reading”



Dr. Rob Waring



Dr. Francisca M. Ivone

vERtual Talk #1 Saturday, May 30, 2020

Theme	: Online Sources for Extensive Reading
Speakers	: Dr. Rob Waring : Dr. Francisca M. Ivone
Panelists	: Susilowaty (Universitas Sampoerna) : Anesti Budi Ermerawati (Universitas Kristen Duta Wacana) : Firman Parlindungan (Universitas Teuku Umar) : Isiqomah Nur Rahmawati (UIN Raden Intan Lampung)
Moderator	: Fenty Siregar, Ph.D



<https://web.facebook.com/amcorner.umy/videos/279410446568418/>



Questions and answers

in Zoom Chatroom

Q : Since i am a primary school teacher, is it possible for me to have that idea (er-central.com) into my classroom?

A : ER-Central can be used by all levels, BUT we do not have many lower level texts especially for children yet. We are working on it

Q : How many percents of difficult words in a text, to avoid difficulty in understanding the text?

A : Thank you. This depends. If you want them to read it as 'study' (so they can learn some new words without struggling much) they need to know 95% of the meaning on the page. If you want them to read quickly (with few unknown words that will slow down their eye) they need to know 98% of the words. BUT if they know the background well this figure could be lower.

Q : I wonder how I can apply ER to my students (SMA). Not many students love English. How do I start? Thanks.

A : Starting from the simplest one, Pak. For an example, I am sure that SMA students love to post quotation to be posted on the Instagram with the picture as well. Ask them to post one of their favourite quotes then their friends will be asked to comment each other. Discuss the meaning behind the quotation. Relate it to their experience or lead the students to discuss the movie that is adapted from the book. Discuss the similarities and differences. At first, they will focus on the movie (of course)..but slowly but sure they will realize that the novel version is more challenging and interesting than the movie version

A : Another idea, don't jump to reading directly, perhaps you need one or two meetings to ask them about their reading history.

A : I think the teachers should give them the example. when they see the teacher reading, it is quite possible that the students are going to ask some question about the book. It will increase their curiosity.

Q : I am curious about the reading activity with the blind and double date... are the activity in the class continued?? How do you control their reading activity ? do the students have to make presentation in the end of their reading ?

A : The activity is done in a 150-minute class and is not continued. In the discussion session, some pairs are invited to answer some challenges: choose 2 interesting facts from the book your partner-pair told when you had double date. Some of them are showing interesting letters and pictures too! (ermerawati@staff.ukdw.ac.id for more information)

Q : If ER is a course, the students earn a score at the end of the semester. How do we do the assessment? What do we assess? Should we set a target as to how many texts they hv to read?

A : I think so. We should set the target for the students. Such as how many word they hv3 to read in one semester. If they completed the target, they get a score... wht do you think?



More Question

- a. How do you know the text is legible to be used for your students?
- b. If the students can freely choose their level, how can the teachers control them?
- c. How to to measure the result of our students based on our goal of our teaching?
- d. How to assess students with different levels to meet learning outcome expectation? Do students assign different tasks based on their level or should we give personalised task for them?



Other Comments

- C : Look up "Pecha Kucha" on google and you will find many!
- C : The goal of extensive reading is to make your students love reading. so if your students love reading after joining your class, that is the measurements.

 ZOOM Meeting

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vERtual TALK #2

“ER in Limited-Source Setting”

Saturday, June 6, 2020
at 15.30 - 17.30 WIB



Assc. Prof. Ann Mayeda



Hugo M. Figueroa, M.Ed.

vERtual Talk #2

Saturday, June 6, 2020

Theme	: ER in Limited-Sources Setting
Speakers	: Assc. Prof Ann Mayeda : Hugo M. Figueroa, M.Ed
Moderator	: Eka Wahjuningsih, M.Ed
Panelists	: Erni Dewi Riyani (Universitas Islam Indonesia) : Christina Lhaksmita Anandari (Universitas Sanata Dharma) : Rusiana (Universitas Muria Kudus) : Evi Puspita Sari (Universitas Muhammadiyah Yogyakarta)



<https://web.facebook.com/amcorner.umy/videos/584533288839895/>



Comments

on Zoom Chatroom

Q : How to make reading books/e-books as enjoyable and interesting as watching Youtube video clips? For some students, they are so eager to watch those clips (even without being instructed by the teachers).

A : Halo Ibu, you still can engage them to read by providing more challenging and interesting post-reading activities. Maybe you can use social media, such as Instagram and facebook to engage them with the reading activities :). Based on my experience, I asked my students to make Haiku (a Japanese short poetry), but they (the SS) had to take the vocabulary from the books that they had read and then posted the poetry in their Instagram account. Hope it helps :)

A : Thanks for your detailed and insightful answer. I will try that strategy for my students. You're right, involving the social media and connect it with reading books, will be more interesting for them.

A : Why don't your students try books with illustrations or comics. They can also watch and read subtitles/caption on YouTube. Both activities will give them exposure to written text in the target language.

A : Thanks, for your useful input. My students usually use subtitles, but I have to remind them to use English subtitles, not Indonesian.

A : They may go through different stages in using subtitles. It is ok to use Indonesian subtitles in the beginning. Encourage them to rewatch and use English subtitles and after that rewatch the video without subtitles. Those are not the exact stages they have to go through, but it seems to help many of my students.

A : Also it is how you read. Use voices and actions when you read. DON't just read the words animate yourself. Show interest in the book. This is when you read aloud. I like to have students read to each other and do the same things.

A : I will try to animate the words and let my students do the same too. I believe they can animate better than me.

Q : How can we get the students to be involved with the reading activities? For information, my students only read when they are asked to read and it's related with the learning material.

A : They can make poster related to what they read. They love it. But the text read should be non narratives. For this activity I asked my students to read academic articles. After that they presented their posters.

A : Depends on the level of students but reading isn't just books but magazines and newspapers. You might want to divide into groups and each group reads an article and then they can form new groups with one person representing each article they then report to the others in new group what they read. A jigsaw read.

A : You can ask them to do narrow reading, and this is more enjoyable when done in groups. The narrow reading will make the students 'expert' on the issue they choose. Then you can make like a seminar with the students as resource persons.

Q : To Ibu Ann Mayeda: what are examples of the extensive reading activities for tertiary level students?

A : In addition to what Ann Mayeda said earlier about being the role model and create community-based activities, perhaps you could provide reading activities that your students would easily relate. Bu Asanti, Briana and bu Ivone have provided very good examples.

A : For low level tertiary students you could invite or go to grade primary school and read to the students there. That way the young students get to see older students read.

A : You can also ask them to make big books based on the stories they read. They have to adapt the stories. Big books are for elementary schools. Then they can read and leave the book at the schools. Students love this activity so much.

A : There are sites like Storybird and Storyjumper that allow students to create their own books.

Q : I see my 6 years old kid is likely more interested to watch digital story rather than read a book. What do you think about this? How to make her enjoy reading a book.

A : Lead by example if they see you read they will be more interested. :)

A : I think stories in digital form would do as good as the prints. I believe it depends how we make the best use of both resources. I and my kids read in both forms.

A : I have a 10 year-old son and from the age of 7 or 8 he began to read independently. To my surprise when there are books that he really likes he refused me telling about it or watching video adaptation of it. Apparently independent reading makes him proud and feels independent. This also applies to my students. I can see that reading surpasses watching because it provides exclusive access to individuality and imagination.

Q : Actually I have three questions. Let me share one by one. The first is about the classroom atmosphere. The work of bringing the books and students together are wonderful, but not in the end of reading activities. The change of both teachers' and students' roles led to the change of classroom culture or I mean, the change of how both teachers and students interact. My question is how can we keep our work on its track? The interaction between students and teachers still runs. Second is about the students' academic pressure. How can we expect that students are reading in a good mood or expect them to read as many as possible. The third is about assessment. What exactly should we be assessing? The students? The books the students are reading? Or we just focus on the system/approach we are using, or on the teachers?

- A : Bu Hesti, we can use a creative project to assess the students. The creative project can be in a form of poster, storyboard, a video in which the students share what they read. For example we can ask the students about stories that inspire them and based on the inspiration they can create a movie poster for "the book".
- A : Can I try to answer #3? The assessment should NOT be on their understanding of what they have read or how much they learned from it, but purely on how much they managed to read. Of course, the assessment for your class should include their participation on other activities in your class. The reason I say that the should not be assessed on the comprehension of their reading is that they will then start to read very carefully and slowly which is no longer "extensive reading" where we want to encourage them to read quickly with 'tolerable incomprehension'. It's the volume that counts, not the quality!
- A : Halo Bu, I'll try to answer your second question. Usually in the beginning of the semester, I distribute a questionnaire to the SS, the questionnaire mainly focuses on their reading interests. By knowing their reading interests (or genres) I can suggest and discuss with them. And for younger SS, maybe you can directly ask them, what kinds of stories that they like to read.
- A : For number one I think it is wonderful that there is a change in environment. I believe rethinking the role of teacher might help. Teachers are becoming more facilitators of learning. When I did reading programs with teachers they had a hard time letting go of the idea they should be teaching and not understanding that by letting students read and learn from books they were still doing their jobs and on track. Second is make some rules with your students have them involved in creating the rules how long is a reading session what needs to happen at the end of the session books away and such.
- Q : Ibu Rusiana, would you please share your experience in spreading virus of ER to neighborhood?**
- A : I spread the virus of ER to my colleagues, to my students, to local schools, and others by establishing the programs that I have explained previously. I personally try hard to be a role model for my students, and institutionally we do community services. visiting schools and telling the principal that we have books to be freely accessed by the high school students. we let them come and read. it's just like open house.
- Q : I have participated in three webinars about ER. Most practices of ER were/are on university setting. Is there any example of ER practice in High school setting? I am learning about it because my school is on progress doing the practice.**
- A : I have talked to some teachers of High School and principals, mostly they admitted that no enough books or no sufficient budget to afford books. I think the first thing to do is have the support from the school and then think of some programs we can have for students.

A : You can still adopt and adapt the activities to senior high school students, Ibu. Just adjust with their English level.

Q : I teach ER this semester, my plans for my class have gone away

A : You can still do "virtual" book day :)

Q : In the case of young learners, would you please share how to make them motivate to have extensive reading?

A : Let them touch the book, see the color, explore the pics, read for them if they aren't able yet to read.

A : You can use the rule: You read, I read. You can read with them. It will take process, but I hope it will be fruitful in the end.



More Question

- a. Can reading social media be categorized as reading what we are discussing?
- b. Can you explain a little more about how you were creating your own books?



Other Comments

- C : Reading extensively will increase insight into knowledge and culture and human habits.
- C : Peer assisted reading program is a great way to promote reading. Have a year 3 class read to year 1. Year 4 read to year 2. Promotes reading on many different ways.
- C : Primary school teachers: Running Peer Assisted Learning Documents this is basic but might be useful.
- C : Please don't use English-e-reader.net! It's an illegal pirate site!



Comments on Facebook Chatroom

- C : Reading is always fun
- C : Indeed. And it is contagious as well. The display of our love to read is a good start to motivate the students to begin love reading.
- C : So important for learners to have some ownership of a program!
- C : We can't ask our students to write before they read something.
- C : Great distinction between student and learners. Very important to define those.

 ZOOM Meeting

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vERtual TALK #3

“Teachers as Readers: Why We Should Become the Role Model”

Saturday, June 13, 2020
at 15.30 - 17.30 wib



Christina Lhaksmita Anandari, Ed.M



Truly Almendo Pasaribu, M.A.



Anita Kurniawati, M.Hum

vERtual Talk #3

Saturday, June 13, 2020

Theme	: Teachers as Readers : Why We Should Become the Role Model
Speakers	: Christina Lhaksmita Anandari, Ed.M : Truly Almendo Pasaribu, M.A : Anita Kurniawati, M.Hum
Moderator	: Istiqomah Nur Rahmawati, M.Ed
Panelists	: Chris Asanti (Universitas Negeri Mulawarman) : Irfan Rifai (Universitas Bina Nusantara) : Athriyana Pattiwael (Universitas Kristen Krida Wacana)



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Questions and answers in Facebook Chatroom

Q : Do you have any recommendation website for supporting our students ER? Especially for senior and high school's level?

A : The Extensive Reading Foundation: <https://erfoundation.org/wordpress/>

Q : 4 years lately i noticed my students reading interest has been decreased as i see, any time we do school visit and have refreshment time by visiting bookstore, only few of them bring plastic bags with books inside out of the book store

A : One of my teacher friends in Portugal started sharing a lot more e-books with her students and it helped overcome some of the reluctance in her students --- some of the students said they preferred to read via the screen rather than on paper -- go figure!



More Question

- a. What strategies can we do to develop the culture of reading for teachers in school?
- b. How much independent reading time (for pleasure) do you usually allow in the classroom?



Other Comments

C : I had ADHD when I was a kid -- but reading a lot really helped me to sit and concentrate! Sometimes for hours on end!

C : We have the dear program at school and it does help. Will confirm if it is still on during this pandemic time.

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vERtual TALK #4

“Extensive English Exposure in Digital Environments”

Saturday, June 20, 2020
at 15.30 - 17.30 wib



Ju Seong Lee, Ph.D



Flora D. Floris, MA

vERtual Talk #4

Saturday, June 20, 2020

Theme	: Extensive English Exposure in Digital Environment
Speakers	: Ju Seong Lee, Ph.D : Flora D. Floris, MA
Moderator	: Dr. Maria T. Ping
Panelists	: Anita Kurniawati (Universitas Kristen Satya Wacana) : Henny Herawati (Universitas Sanata Dharma) : Fenty Siregar (Universitas Kristen Maranatha)



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Questions and answers in Zoom Chatroom

Q : I have a question that does a polyglot is because of his/her "nature" or "nurture"? An interesting notion, Bu Flora, for Parents as Mentor. For example. if the child are in the Golden Age where they LAD are active. Could they can be polyglots or greatly develop their language skills through an intensive scaffolding from parents as mentor?

A : Last week our topic was about teachers being the role models in reading at school. Today, bu Flora has just talked about the significant impacts of parents being role models to reading at home. Simply “assigned” students to read is, thus, probably the issue pak.

Q : If Extensive readings is one of the ways to improve English for EFL learners. how do we as teachers help students to increase their reading motivation? does 15 mins SSR works before the for students to do? Because students tend to like gamification learning such as Kahoot, Quizziz rather than reading.. thanks!

A : Yaaay, pak. Love using those tools in my classes too. They worked really well in my classes. It's just an idea pak. Since you like using Kahoot, why not using books or stories from books they read as materials to be quizzed?

A : That's a good insight, Pak. The thing is students if they got assigned to read. they don't do it (mostly). Then, should SSR for 15 mins should be applied? I also a bit not advocating SSR cz it seems a "coercive" approach for students to read.

Q : It's interesting from by Yetti speaking about online assessment. How do we then develop the rubric that treat students with "equity" and not "one size fits all"? With that in mind that students are diverse in abilities

Q : Agree, with "equity". But next question is what should be in the rubric? comprehension? vocabulary? or else?

Q : That's another shot bu. I would say two of them are important. from the way they exercise their vocabularies either High frequency or Academic, yet somehow. EFL learners have different English accents, dialects, and length of exposure from English. This is a challenge to prevent a "one size fits all" rubric

Q : If we give reading stuffs which are one/ two higher level than the current students' level, is it included as Extensive Reading too?

A : I think so. From my experiences, they do that during the SSR 15 mins

A : In my school, students also do 20-minute- SSR and I think it's helpful to give reading exposure to them.

- A : I begin to think that a continuous exposures on reading period will enhance their receptive and might productive skills by enriched vocabs. Do you give the same title for all books or let them choose random books to read? and do you give them a reading journal?

More Question

- a. Indonesian students are foreign language learners, is the result better for them by studying English beyond the classroom?
- b. How do teachers tell or ask students to engage in the IDLE activity? Could you explain on how teachers manage the students in the IDLE? How do teachers find out students gaining in IDLE? Any rubrics to be given? Will comic books or manga in English work?
- c. Hello bu Fenty, do you always use fictional books in your reading activities in the class? Have you ever rused non-fictional books in the classroom? What kind of questions will you give to your students if they/you choose to read non-fiction books?
- d. How do you know that the book is appropriate for your students level because not all the books provide the information related to this one?
- e. i have some difficulties to create environment at home with my children because they said they don't understand what I said? so what should i do to come up with that problem.
- f. So which one is the focus to teach, form or function?
- g. In this time of COVID-19, how do we assess the students' reading skill? I mean how to assess them online?

Other Comments

- C : I can see Blended learning is very helpful for EFL learners from these slides
- C : That's a very great example! During his Golden Age, where his LAD is still active. his parents truly nurture his language development
- C : I think going to RoomToRead website is recommended for finding children books
- C : In my school, many students like to talk English, listen English songs, play game. but just some of them who like English in written. they do not like grammar. Just sharing. They don't like to read books, But I push them to write every week to make them read English
- C : Same here. I experienced that during teaching. it might because they got exposed with music, movies and all that jazz that more on the use of high frequency words.

- C : In my school, some students feel happy to learn English through video or YouTube channel, unfortunately the internet access in our environment is limited.
- C : Honestly, I do love audio visual ways like my students.... for me if my students love English is nice. whatever the way that they want to study, but I still look for how to make them love studying English
- C : Assigning the students to do reflective activity will be good, too.



Questions and answers

in Zoom Chatroom

- Q : Hallo. This topic is interesting. My son and my daughter's English, indirectly, are the product of the 'youtube English'. Even my son acquire Japanese too. But, they did not learn from specific language learning program. They get those from watching 'manga', 'anime', variety shows, etc, which have English subtitle. However, they only acquire listening and reading. Speaking and writing, especially grammar are still in trouble. What should I do?**
- A : Your question will be answered by the speakers later Ibu. Let me share my personal experience. My daughter (10 yo) is also doing ER and EL/EV. She also shares a similar situation with your children. Fortunately, she likes to write after reading/listening/watching. That's when I help "correcting" her grammar in a fun way (having a regular conversation with her about the story and her writing while giving her a good model of the grammar). So far, it works. You can have a conversation after reading/listening/viewing with your daughter. She doesn't have to write. Say hi to her, Ibu. How old are they, Ibu?
- A : My son is 19yo, my daughter 13yo. But, my son has done it since 9yo. But, still the grammar is the problem. Listening and reading is better than me. That's the problem. They don't like it. But, my daughter read this comment, she agrees with your suggestion. Probably, this what I should do. Thanks for your suggestion. I hope I can handle my children better by some other activities following their youtube watching...
- A : Follow-up activities, especially after doing receptive skills, are always good.

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vERtual TALK #5

“Extensive Reading: More Than Just Reading”

 **Saturday, June 27, 2020
at 09.00 - 11.00 WIB**



Prof. Richard Day



Prof. John Macalister



Dr. Maria T. Ping

vERtual Talk #5 Saturday, June 27, 2020

Theme	: Extensive Reading : More Than Just Reading!
Speakers	: Prof. Richard Day : Prof. John Macalister : Dr. Maria T. Ping
Moderator	: Thomas Robb, Ph.D



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Questions and answers

in Zoom Chatroom

Q : Is it possible to keep changing books of students where finance is issue

A : Marathoning this question, as some students might find the idea of reading itself 'exhaust' them...

A : Good question about finance. The reality for many teachers is there is no \$\$\$ for books

A : I do have the similar problem with you. Some of the things that I do: I borrow books from the library and the language center, involve my colleagues, and find some online resources. Hope it helps.

A : I couldn't agree more Pak Chris...i think make use of online resources would be a good alternative. while finding time to talk to the school authority to purchase books

A : Prof John Macalister, so any idea about the financial issue instead of using online resources?

Q : Can we even apply the ER principles in a vocational context? My students are already busy in the practicum classes and reports that they don't even enjoy English classes... :(

A : yes. You can start the program by making ER as an extra-curricular activity for your students. You can use online sources such as <https://www.er-central.com/> that gives freedom and flexibility to your students. Or they can simply borrowing the book and reading at home.

A : Thank you for the suggestion, Ibu. We are lack of English books in our campus, so I prefer to give them online free-accessed resources. I have applied the partial ER program, but we lost it at the end of the semester, so I have to get a new program the next semester. Thank you for helping. :)

Q : Can we adapt ER into Extensive Listening?

A : Pak Willy wrote an article about that (<http://journal.teflin.org/index.php/journal/article/view/729/320>) or <https://willyrenandya.com/willys-publications/>

A : ER and EL and EV can be part of the same program. They do not have to be three separated programs. In fact, doing the three at the same time is a good idea.

Q : Do you think that ER can be conducted in secondary school?

A : It's very possible Ibu. I even apply ER for my primary school students. I use dolphin readers. for online i use rivet, let's read, storyweaver. For primary er-central.com is also possible I guess. just choose ones which meet the students' level.

Q : Can ER be applied to the students who has low language competency (vocabulary and grammar)

A : Yes ER definitely can be applied for elementary school settings. Ibu Maria, who is now presenting, will explain to you how to do it.

A : ER can be applied to student whose limited vocabulary and grammatical knowledge. As you prepare the books/stories, keeping in mind of what Prof Richard mentioned earlier that is i minus 1.

A : I agree, when the book is easy, and the students enjoy reading it, they learn vocabulary and grammar simultaneously. So it's actually not separated that the students have to master vocabulary and grammar first. the idea is they will learn both from reading. we as teachers could highlight or strengthening the target vocabs or grammars after reading if needed.

Q : Can DR be used as an activity in speaking class?

A : Absolutely! we can use the book/ ER activity as the pre-requisite for the speaking activity in the class :)



More Question

- a. Prof. Richard Day. Could you please explain the appropriate approach to encourage students in a more specific context for example IELTS and TOEFL reading section?
- b. To Prof Macalister. I was wondering if the tasks you have explained would be applied in online class. Could you give us more elaboration on the tricks?
- c. I firstly was interested in implementing the DR in my ER program but then I found it would be hard for a beginner or slow learners. What to do?
- d. I teach students with low vocabulary. can you give some ideas for it?
- e. So DR is within the spectrum of ER if I may say?
- f. If each students read different text, should we do the post reading activity individually and ask the students to present it?



Other Comments

C : I have just found White Death with subtitle in YouTube. In case Bapak Ibu need it. <https://www.youtube.com/watch?v=ern89kdkboY>

C : Jojo's story : Cambridge University Press, Cambridge English Readers, Level 1.

C : <https://tinyurl.com/ERF-Free-Reading> ; <https://erfoundation.org/bib>



Questions and answers

in Facebook Chatroom

Q : How can we encourage teachers, in their old age, to read as much as possible in order to be a super super great role models?

A : I think sustaining metacognitive through reading can be achieved through the activities that keeps the reading engaged to the reading materials that's why we need to include real life experiences in understanding reading materials... we'll just my opinion...

Q : In ER, is book the only material the teacher should ask the students to read? can they choose short stories, for example?

A : Yes bu lhda... you can ask the students to choose whatever they want to read, including short stories or novel

Q : Why the number 10 is teacher as a role model? Is it bc students need to improve by themselves?

A : Hi Yoannes, I agree with you. Teachers should be a role model because they need to improve themselves, and students learn better when they see the examples from knowledable others.



More Question

- a. How can we help those don't learn and seems don't have courage to improve themselves? It happened in my class.
- b. How is dialogic reading (DR) different from Philosophy for Children (P4C) approach?
- c. Would you please explain more on how to design a task that is demanding but not too demanding?
- d. Are there any meta studies on the gains of post-reading tasks?
- e. Will "reading as much as possible" slogan frighten the EFL learners?
- f. Are there any good ways to sustain metacognitive enagement in reading for readers?

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